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Faculty Senate, 1 March 2021



In accordance with the Bylaws, the agenda and supporting documents are sent to senators and ex-officio members in advance of meetings so that members of Senate can consider action items, study documents, and confer with colleagues. In the case of lengthy documents, only a summary will be included with the agenda. Full curricular proposals are available through the Online Curriculum Management System:

[pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/ Curriculum-Dashboard](https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard)

If there are questions or concerns about agenda items, please consult the appropriate parties and make every attempt to resolve them before the meeting, so as not to delay Senate business.

Items on the *Consent Agenda* are **approved** (motions or resolutions) or **received** (reports) without further discussion, unless a senator gives notice to the Secretary in writing prior to the meeting, or from the floor prior to the end of **roll call**. Any senator may pull any item from the *Consent Agenda* for separate consideration, provided timely notice is given.

The Constitution specifies that senators may designate an **alternate**. An alternate is a faculty member (but not another senator) from the same Senate division as the senator who is empowered to act on the senator's behalf in discussions and votes. An alternate may represent only one senator at any given meeting. The senator must submit the name and contact information of the alternate to the Secretary **prior to** the meeting. A senator who misses more than three meetings consecutively, without providing an alternate, will be dropped from the Senate roster.

REVISED

PORTLAND STATE
UNIVERSITY
FACULTY SENATE



To: Faculty Senators and Ex-Officio Members of Faculty Senate
From: Richard Beyler, Secretary to the Faculty

Faculty Senate will meet on **1 March 2021 at 3:00 p.m.**

*This meeting will be held as an online conference. A livestream will be linked to the Faculty Senate website. Senators represented by **alternates** must notify the Secretary by **noon on Monday, March 1st**. Other members of the PSU community who wish to speak should ask a senator to send notification to the Presiding Officer and Secretary by **noon on Monday, March 1st**. The **Consent Agenda** is **approved** without further discussion unless any senator, prior to the end of roll call, requests separate consideration for any item.*

AGENDA

- A. Roll Call and *Consent Agenda* (see also E.1, G.3)
 - 1. Roll call
 - * 2. Minutes of the 1 February meeting – *Consent Agenda*
 - * 3. OAA response to Senate actions of 1 February – *Consent Agenda*
 - 4. Procedural: Presiding Officer may move any agenda item – *Consent Agenda*
- B. Announcements
 - 1. Announcements from Presiding Officer
 - 2. Announcements from Secretary
- C. Discussion– *none*
- D. Unfinished Business – *none*
- E. New Business
 - * 1. Curricular proposals (GC, UCC) – *Consent Agenda*
 - * 2. New program: MS in Geographic Information Science (CLAS via GC)
 - * 3. Graduate admissions transcript policy change (GC)
 - * 4. Resolution on academic freedom (Steering)
- F. Question Period
- G. Reports from Officers of the Administration and from Committees
 - 1. President's Report
 - 2. Provost's Report
 - * 3. Responses to questions on February report from VP-FADM – *Consent Agenda*
 - * 4. Report from Presidential Fellows for Asian-American and Pacific Islander Student Success
 - * 5. Monthly report from Ad-Hoc Committee on Academic Program Reduction and Curricular Adjustments
 - * 6. Report of the ACC-URC Joint Task Force on BA/BS Requirements
- H. Adjournment

REVISED

***See the following attachments.**

Complete curricular and program proposals are available at the [Online Curriculum Management System](#).

A.2. Minutes for 2/1/21 – *Consent Agenda*

A.3. OAA response to Senate actions for 2/1/21 – *Consent Agenda*

E.1.a-b. Curricular proposals (GC, UCC) – *summaries* – *Consent Agenda*

E.2. MS in Geographic Information Science

E.3. Grad. admissions transcript policy change

E.4. Resolution on academic freedom

G.3. Responses re: Feb. VP-FADM report – *Consent Agenda*

G.4. AAPI Presidential Fellows report

G.5. AHC-APRCA March report

G.6. ARC-UCC Joint Task Force report

PORTLAND STATE UNIVERSITY FACULTY SENATORS, 2020-21

Steering Committee

Michele Gamburd, Presiding Officer

Vicki Reitenauer, Presiding Officer Elect • Isabel Jaén Portillo, Past Presiding Officer

Elected members: Jill Emery (2019-20) • Jon Holt (2019-20) • José Padín (2020-22) • Steven Thorne (2020-22)

Ex-officio (non-voting): Richard Beyler, Secretary to the Faculty • Rowanna Carpenter, Senior IFS Rep.

Yves Labissiere, Faculty Trustee • Mary Oschwald, Chair, Committee on Committees

College of the Arts (COTA) [4]

Berrettini, Mark	FILM	2023
Borden, Amy E.	FILM	2022 *+
Heilmair, Barbara	MUS	2023
Magaldi, Karin	TA	2021

The School of Business (SB) [4]

Hansen, David	SB	2021
Loney, Jennifer	SB	2022 +
Raffo, David	SB	2023
Sanchez, Becky	SB	2022

College of Education (COE) [4]

Farahmandpur, Ramin	ELP	2022 +
Guzman, Andres	COE	2021 *
Kelley, Sybil	ELP	2023
Sugimoto, Amanda	C&I	2021

Maseeh College of Engineering & Computer Science (MCECS) [5]

Anderson, Tim	ETM	2021
Chrzanowska-Jeske, Malgorzata	ECE	2021 +
Duncan, Donald	ECE	2022
Dusicka, Peter	CEE	2023
Feng, Wu-chang	CMP	2022

College of Liberal Arts & Sciences—Arts & Letters (CLAS-AL) [6]

Clark, Michael	ENG	2023
Cortez, Enrique	WLL	2023
Greco, Gina	WLL	2021 +
Holt, Jon	WLL	2021
Limbu, Bishupal	ENG	2022
Thorne, Steven	WLL	2022 +

College of Liberal Arts & Sciences—Sciences (CLAS-Sci) [7]

Cruzan, Mitch	BIO	2023
Eppley, Sarah	BIO	2022
Fountain, Robert	MTH	2021
Goforth, Andrea	CHE	2023
Jedynak, Bruno	MTH	2022 +
Lafferriere, Beatriz	MTH	2022 +
Thanheiser, Eva	MTH	2021

College of Liberal Arts & Sciences—Social Sciences (CLAS-SS) [6]

Ajibade, Jola	GGR	2023 +
Fritz, Charlotte	PSY	2021
Gamburd, Michele	ANT	2022
Meyer, Claudia	SPHR	2021
Padín, José	SOC	2023
Reitenauer, Vicki	WGSS	2022 +

Library (LIB) [1]

Mikulski, Richard	LIB	2023 +
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School of Public Health (SPH) [2]

Izumi, Betty	CH	2021 *
Labissiere, Yves	CH	2022 +

School of Social Work (SSW) [4]

Chorpenning, Matt	SSW	2023
May, Edward	SSW	2021
Oschwald, Mary	RRI	2022 +
Smith, Gary	SSW	2023

College of Urban and Public Affairs (CUPA) [5]

Clucas, Richard	PS	2023
Erev, Stephanie	PS	2023
Ito, Hiro	ECN	2021 *
Kinsella, David	PS	2022 +
Tinkler, Sarah	ECN	2021 *

Other Instructional Faculty (OI) [3]

Carpenter, Rowanna	UNST	2023
Lupro, Michael	UNST	2021 +
Newlands, Sarah	UNST	2021

All Other Faculty (AO) [9]

Broussard, Scott	ACS	2021
Flores, Greg	ACS	2022
Gómez, Cynthia	DMSS	2023
Harris, Randi	OAI	2022 +
Hunt, Marcy	SHAC	2023
Ingersoll, Becki	ACS	2021
Kennedy, Karen	ACS	2022
Law, Anna	ACS	2023
Matlick, Nick	REG	2021

Notes:

* Interim appointment • + Committee on Committees • Total positions: 60 • Status: 26 January 2021

EX-OFFICIO MEMBERS OF PSU FACULTY SENATE, 2020-21

Administrators

Adler, Sy	Interim Dean, College of Urban and Public Affairs
Allen, Clifford	Dean, The School of Business
Bangsberg, David	Dean, OHSU-PSU Joint School of Public Health
Bowman, Michael	Acting Dean, Library
Bynum, Leroy, Jr.	Dean, College of the Arts
Chabon, Shelly	Vice Provost for Academic Personnel and Leadership Development
Coll, Jose	Dean, School of Social Work
Corsi, Richard	Dean, Maseeh College of Engineering and Computer Science
Jeffords, Susan	Provost & Vice President for Academic Affairs
Knepfle, Chuck	Vice President for Enrollment Management
Lambert, Ame	Vice President for Global Diversity and Inclusion
Lynn, Marvin	Dean, College of Education
Maddox, David	Interim Vice Provost for Academic Budget and Planning
Percy, Stephen	President
Podrabsky, Jason	Interim Vice President for Research and Graduate Studies
Reynolds, Kevin	Vice President for Finance and Administration
Rosenstiel, Todd	Dean, College of Liberal Arts and Sciences
Toppe, Michele	Vice Provost for Student Affairs & Dean of Student Life
Wooster, Rossitza	Dean, Graduate School

Faculty Committee Chairs

Boyce, Steven	Budget Committee (co-chair)
Burgess, David	Intercollegiate Athletics Board
Coleman, Cornelia	Honors Council
Comer, Kate	University Writing Council
Cruzan, Mitchell +	Budget Committee (co-chair)
Epstein, Joshua	General Student Affairs Committee
Estes, Jones	Academic Quality Committee
Ginley, Susan	Undergraduate Curriculum Committee
Goodman, Julia	Faculty Development Committee (co-chair)
Hendricks, Arthur	Educational Policy Committee (co-chair)
Loikith, Paul	Graduate Council
Millay, Lea	Library Committee
Nadeau, Jay	University Research Committee
Parnell, Will	Faculty Development Committee (co-chair)
Sager, Alexander	Educational Policy Committee (co-chair) [also IFS]
Shatzer, Liz	Scholastic Standards Committee
Spencer, Randy	University Studies Council
Watanabe, Suwako	Academic Requirements Committee
TBD (January 2021):	ACIC

Senate Officers and Other Faculty Officers

Beyler, Richard	Secretary to the Faculty
Carpenter, Rowanna +	Advisory Council (2020-22); IFS (Jan. 2020-Dec. 2022)
Emery, Jill	Steering Committee (2019-21)
Gamburd, Michele +	Presiding Officer; Advisory Council (2019-21)
Jaén Portillo, Isabel	Past Presiding Officer
Labissiere, Yves +	Advisory Council (2019-21); IFS (Jun. 2019-Dec. 2021); BoT
Oschwald, Mary +	Chair, Committee on Committees
Padín, José +	Advisory Council (2020-22); Steering Committee (2020-22)
Reitenauer, Vicki +	Presiding Officer Elect
Sager, Alexander	IFS (Jan. 2021-Dec. 2023) [also EPC co-chair]
Sipelii, Motutama	President, ASPSU
Thorne, Steven +	Steering Committee (2020-22)
Voegele, Janelle	Advisory Council (2020-22)
Webb, Rachel	Advisory Council (2019-21)
Zonoozy, Khalil	Adjunct faculty representative

Notes

+ Also an elected senator

Status as of 26 January 2021

**DRAFT Minutes of the Portland State University Faculty Senate Meeting, 1 February 2021
(Online Conference)**

Presiding Officer: Michele Gamburd

Secretary: Richard Beyler

Senators present: Ajibade, Anderson, Berrettini, Borden, Broussard, Carpenter, Chrzanowska-Jeske, Clark, Clucas, Cortez, Cruzan, Duncan, Dusicka, Eppley, Erev, Farahmandpur, Feng, Flores, Fountain, Fritz, Gamburd, Goforth, Gómez, Greco, Guzman, Hansen, Harris, Heilmair, Holt, Hunt, Ingersoll, Izumi, Jedynak, Kennedy, Kinsella, Labissiere, Lafferriere, Law, Limbu, Loney, Lupro, Magaldi, Matlick, May, Mikulski, Newlands, Oschwald, Padín, Raffo, Reitenauer, Sanchez, Smith, Sugimoto, Thanheiser, Thorne, Tinkler.

Alternate present: Candyce Reynolds for Kelley.

Senators absent: Chorpenning, Ito, Meyer, Raffo.

Ex-officio members present: Adler, Beyler, Bowman, Burgess, Bynum, Chabon, Emery, Ginley, Jaén Portillo, Jeffords, Knepfle, Lambert, Loikith, Lynn, Maddox, Percy, Podrabsky, K. Reynolds, Rosenstiel, Sager, Sipelii, Toppe, Voegelé, Watanabe, Webb, Wooster, Zonoozy.

A. ROLL CALL AND CONSENT AGENDA. The meeting was **called to order** at 3:02 p.m.

1. Roll call.

2. Minutes of the 4 January meeting were **approved** as part of the *Consent Agenda*.

3. A change to the order of business was made as part of the *Consent Agenda*: first New Business (E.2 and E.3), then the Report from VP-FADM (G.3), then Discussion (C.1). *Discussion of F.1 (continued response to Question to Administrators from January), as well as G.1-2 (President's and Provost's Reports) fell out due to time.*

B. ANNOUNCEMENTS

1. Announcements from Presiding Officer

GAMBURD began with the sad news of the death on January 26th of Tucker CHILDS, long-time professor and former chair of Applied Linguistics, and former faculty senator, due to complications from legionella. CHILDS had been at PSU since 1996, and devoted his research to the documentation and preservation of endangered west African languages. His passing is a deep loss to our community.

GAMBURD said that the budget situation had seemed to have taken a dramatic turn for the worse since the January meeting. Enrollments are down more than expected. Part of the meeting today would deal with examining the budget impact of this enrollment change, and talking about responses. She recognized the tension, uncertainty, anger, stress, and fear being experienced all over campus about looming budget cuts, potential layoffs, and program eliminations. She also recognized the difficulties faced by faculty, staff, and administrators when much-needed positions remain unfilled.

GAMBURD hesitated to say that we are resilient because that is an optimistic way of saying we will somehow survive despite not getting any help in a bad situation that is not of our own making. Without saying this, she wished to say that we will figure out a way through this. She, along with the Steering Committee, is committed to be transparent and

to make sure that we are involved in a process in which Faculty will not only be informed but also involved in any decisions. Right now we've delegated much of this responsibility to the Ad-Hoc Committee on Academic Program Reduction and Curricular Adjustments. Starting this meeting, the committee would be reporting monthly; also, a website will be coming online soon and there will be other forms of communication.

GAMBURD noted the ongoing work of the Ad-Hoc Committee for Academic Program Reduction and Curricular Adjustments (AHC-APRCA), which will have a website coming online in the near future to provide information and solicit feedback. On Monday, February 22nd, 2:00-4:00, there will be a University budget forum, and likely an OAA budget forum in early March. We will also have a discussion about how budget cuts might affect diversity, equity, and inclusion issues. Faculty Senate is ready to play its part in any hearings related to Article 22 in the collective bargaining agreement.

GAMBURD pointed out that the Packet includes a written response from the Office of Global Diversity and Inclusion and President Percy on the question to administrators we received last month regarding the Oregon House bill on cultural competency [**February Agenda Attachment F.1**]. Related to this, on the agenda is a discussion about possibility for an ethnic studies undergraduate requirement [**Attachment C.1**]. Also in the Packet, thanks to David RAFFO and David GERBING, is a special report on a survey of students to see what it will take for them to feel safe returning to campus [**Attachment G.5**]. GAMBURD noted several changes to the agenda order to accommodate various presenters' schedules [see **A.3** above].

2. Announcements from Secretary – none

[Change to agenda order: section E, New Business moved here, to be followed by G.3, Report from VP-FADM.]

E. NEW BUSINESS

1. Curricular proposals – Consent Agenda

The new courses and changes to courses listed in **February Agenda Attachment E.1** were approved as part of the *Consent Agenda*, there having been no objection before the end of roll call.

2. Resolution: dropping GRE scores for graduate admissions considerations (GC)

AJIBADE/INGERSOLL **moved** the resolution recommending that consideration of GRE scores be dropped from consideration in graduate admissions, as stated in **February Agenda Attachment E.2**.

LOIKITH: Graduate Council, as indicated in the “whereas” statements, is strongly recommending that programs consider dropping the GRE from admissions criteria at the graduate level. The resolution goes over some of the evidence and provides reference. Generally speaking, GC felt that the GRE was not necessarily useful, whereas it can be a financial burden and applications. The GRE often under-predicts student performance for applicants from racial and ethnic minorities, women, and applicants with disabilities. It presents a potentially exclusionary barrier inconsistent with our focus on student success.

JEDYNAK: as chair for PhD admissions in MTH, he had looked at the motion carefully. He was aware of literature that expressed concern about the GRE. Statistical analysis

within his department suggested that it is not a significant indicator of time to graduation; however, no one measure was, except possibly whether students came to the PhD program with a master's degree. For international applicants, the amount of information they have is pretty limited, especially when they do not know much about the undergraduate institution. In such cases, the general reading and writing scores have been perhaps useful as perhaps the only comparative information. It might be good to train reviewers to understand what the scores are good for, and what not. If we just drop the GRE, however, in some cases we may lose a way to evaluate the students. He would therefore not favor this as a recommendation for all programs; we do, however, need to be very thoughtful about what the scores mean and how to interpret them.

LOIKITH noted that the resolution is not a mandate, just a recommendation. There are different practices across the University. GC's general position is that though the GRE may have utility in some cases, the inequities it imposes outweigh those utilities—this is what the evidence suggests.

ZONOOZY spoke in support of the proposal. In his educational experience he saw many students who did not have the benefit of a good high school. This is an issue of social and class inequality.

CORTEZ had wanted to ask if this was a permanent change, but now understood that it is a recommendation. He noted the phenomenon of people taking and re-taking the test until they got a result they wanted.

CRUZAN said that they implemented this in Biology already. They observed that applicants were preferentially applying to programs that had dropped the GRE admission requirement. Under the current conditions, he believed it is especially important to remove impediments to our receiving applications.

AJIBADE agreed that the test can be an impediment to applications. In her personal experience, if the GRE had been required for admission to her graduate program, she probably would not be here today; she applied to a program where it was optional, was admitted without the test, and did well in the program. She supported the proposal, but suggested a solution might be for programs to make it optional, not mandated.

IZUMI said that in the School of Public Health this year they are not requiring the GRE. Early admission applications are up from 25 last year to 62 this year. She therefore thought that this move did encourage more applications. They have good candidates, and have expanded the rubric for reviewers. Using the new criteria, the MPH program was able to make good [admissions] decisions.

The **resolution** recommending dropping the GRE from graduate program application requirements, as stated in **Attachment E.2**, was **approved** (45 yes, 6 no, 1 abstain, recorded by online survey).

3. **Temporary suspension of the 3.0 high school GPA requirement for freshmen admissions** (Steering)

LUPRO/CRUZAN **moved** the temporary suspension of the 3.0 high school GPA requirement for freshmen admissions, as stated in **February Agenda Attachment E.3**.

GAMBURD said this was a time-sensitive issue. Steering Committee had been working with KNEPFLE and JEFFORDS to bring it forward.

KNEPFLE said that he had intended to bring this idea forward some time in the next twelve months, but because of the COVID affected environment, he now wished to move sooner rather than later. [For presentation slides, see **February Minutes Appendix E.3.**] We have been struggling with our recruitment efforts over the last year, he said. We have been doing far more online, remote appointments, etc., but students don't have access to regular high school visits and college fairs, or access to guidance counselors in the same way as the past. Students have Zoom fatigue.

At the beginning of January, our fall-term freshman applications were down 30%, KNEPFLE reported. Transfers are earlier in the process, but the situation is similar. University of Oregon and Oregon State report that their application numbers are up. That has been the case nationally for larger public, selective, and high-profile schools, whereas for schools like PSU applications are down. This is, however, not the rationale for the current proposal, though perhaps for the timing.

KNEPFLE continued: the high schools where we have seen the largest decline are either Title I schools or those with fewer than 50% white students. In Oregon, and in the Portland area specifically, first-year college applications overall are down 13% from last fall. In financial aid numbers—students who have filed the FAFSA—Oregon is close to the worst in the country, down about 20% from last year. Students who are at most risk are the population we serve, and that's where we're seeing these effects the most. A recent article in *Insider Higher Education*, based on Common App submissions, said that highly competitive schools are doing well in application numbers; there is a drop in first-generation and low-income students.

PSU's mission, KNEPFLE stated, focuses on opportunity, accessibility, diversity, access, inclusion. For similar reasons that he put forward consideration of making SAT and ACT scores optional. Is the requirement true to our mission? Are we adapting to the students who come our way? Over eleven months, and potentially by October over eighteen months, they have been in remote classrooms. We have announced that we will do our best to be primarily in-person in the fall. Students are worried about the situation; some have adapted well, but some have not, and we want to take that into account.

The word "suspend" is deliberate, KNEPFLE said. We will evaluate the outcomes in Fall 2022 with regard to persistence, DWF rates, etc., and report back to Faculty Senate.

KNEPFLE noted that in the current policy, a student coming with a high school GPA of 3.0 is essentially automatically admitted, though there are some additional things we look at. Anyone with a lower GPA is subject to a holistic review process. We don't have many applicants in that group because of the way the current policy is written and displayed.

What we now would like to do, KNEPFLE said, is suspend the 3.0 requirement. We would implement a 2.5 level for quality review, with a holistic review for students with GPAs below that. We have announced that students can apply to PSU without an application fee through June 15th. We have also eliminated the GPA requirement for the Four Years Free program for Pell Grant students. We are working to provide housing discounts for our neediest students to live in campus housing.

KNEPFLE said that we are going to provide a summer course or courses for at-risk students to help them with transition from high school to PSU, and we're going to invest significantly in student assistance programs.

It is hard to predict a number of how many applicants will be affected, KNEPFLE said. Now we have between 100 and 200 students we've admitted with a 3.0 GPA or below. We think that there will be an additional 200 to 400 students. Annually we bring in about 4000 students, an educated guess is that overall impact on the new student class will be between 5% and 10%.

JEFFORDS: we wish to have students enroll at PSU because this is part of our mission, but we want to make sure they are successful when they get here. One piece is a summer bridge program with two components: one a currently existing course offered by the Learning Center which includes study skills, familiarization with the library and research tools, assessment of learning styles, and so on. The other component is a writing or math course, depending on the student's background. We would also make sure that there is follow-up during the academic year, including leveraging current high-quality programs such as TRIO, multicultural research centers, Build Exito, and others. Another proposal is that we hire a student success advocate assigned to this population of students. We are scaling up the early alert system to make sure we are aware of students who are struggling. We are also launching this year a new peer studying platform called Circle In, which has been shown to increase student success in classes.

KNEPFLE said that over the last four years persistence rates for students between 2.5 and 2.99 and those between 3.0 and 3.49 are not that different. Consider also that the students in the 2.5 to 2.99 category have not been eligible for Four Years Free money, whereas those in the latter group are, and this may account for some of the difference. He believed that with the resources discussed by the Provost, these students can succeed at the same rate as their peers. In the data broken down by race and ethnicity, some of the 2.5-2.99 students have actually outperformed students in the 3.0-3.49 category.

JEDYNAK: what will be the financial consequences? KNEPFLE: hopefully it will have a positive financial aspect, because we will attract more applicants. We don't anticipate extra cost for processing applications. For the work on retention there is a financial consequence; the summer courses and other programs mentioned by the Provost have a cost. We currently anticipate that the COVID support money will cover that majority of that cost now. JEFFORDS: this is something we will need to consider in what we learn from the trial period. If this becomes a long-term policy, we will have to do budget planning to ensure that the programs we've created are efficacious. JEFFORDS thanked the Academic Quality Committee and the Steering Committee for the chance to discuss these ideas with them.

BORDEN was heartened to see this proposal. With one summer course already in place, she wondered who would be designing the other ones. JEFFORDS: it is a work in progress. There are some groups of people looking at this: Linda GEORGE as Director of UNST; they have inquired with Math and Statistics Department and the English Departments about existing courses and potentials for what we can do.

GRECO over several years in Senate had seen the GPA requirement lowered and then raised again. She was open to the idea and wanted us to have an open campus. But she

did not want to take money from students and have them accumulate debt and not have them get anything out of it. We should make sure that we have the budget and can find the right people to teach these [bridge] classes. She did not want to exploit students for a short-term institutional gain. JEFFORDS: this is an attempt to integrate into our work the principles and values that we state. She assured everyone that we would commit to making this work on behalf of the students. PERCY added that this is a way to test whether such programs might be of value for improving all students' retention.

HANSEN noted that while there might be some increase in revenue with more students, we run the risk of losing some state appropriations if we don't meet our retention targets. KNEPLE: it is primarily based on graduation, but retention flows into that. HANSEN took GRECO's point to be that it is in our interest to make the necessary investments, but that is not always how things have been done at PSU. Too often there have been initiatives that lacked follow-through, which set us up for failure. He thanked JEFFORDS for the assurance that would not be the case. KNEPLE: it is suspension, not elimination. We recognize a need to bring back an assessment of how it has worked. PERCY: we will assess how this works, maybe improving it if necessary, but being transparent about it.

NEWLANDS was happy to hear the suggestion that this might be expanded to all students. On behalf of colleagues who teach Freshman Inquiry, she would like to see the summer bridge program be available to as many students as possible—at a minimum those coming in at 3.0 or below.

C. REYNOLDS, from her familiarity with the literature of student success, was pleased to see a multi-pronged effort. She worried that we were leaving out the engagement that students have in our classrooms—connecting with faculty and working with them. She hoped we did not take the attitude, “Let somebody else take care of this,” with respect to math or writing. Departments need to discuss what to do in the classrooms to help students succeed—not leave it to the summer bridge program, or math and writing tutors.

REITENAUER encouraged us to think about the discourse of calling a group of students “at risk,” as opposed to saying: these are our students; how can we best serve them?

The **motion** to suspend the 3.0 GPA requirement for freshmen admissions, as specified in **Attachment E.3**, was **approved** (43 yes, 8 no, 2 abstain, recorded by online survey).

[Change to agenda order: G.3 moved here.]

G. REPORTS

3. Report of Vice President for Finance and Administration

K. REYNOLDS indicated the presentation would jointly by President PERCY and himself. [For slides, see **February Minutes Appendix G.3**.] The focus would be on the general fund and its revenue streams: state support and tuition. There will be a broader look at the budget at the upcoming forum [on February 22nd]. A caveat: always in forecasting, much is unknown: enrollment, net tuition, level of state support. Enrollment changes have impacted our general fund revenue historically, and will in the future. He wished to talk about the gap that has now formed between revenue and expenses, and our plan to use reserves to provide a glide path rather than a large one-year budget reduction, as well as the additional federal stimulus funds.

Winter enrollment, REYNOLDS said, is down about 7.1% in student credit hours. A major challenge is applications: for first-year students, they are down about 26%. Transfer recruitment is still early in the cycle, but current indications is that they are also down. If this continues to track downward, it would have a radical impact on our enrollment next year. We are modeling about 6.8% in first-time freshmen and transfer students, which is more than in previous forecasts. As we see the impact of the changes talked about earlier, we will update the forecast again in April. The current application numbers are very worrisome.

There has been a slow, steady ten-year decline in enrollment, REYNOLDS continued. Starting this year, the declines are becoming 5 to 7 percent. During the period 2010-18, non-resident student numbers went up. But now, as we go forward, we forecast a decline in non-resident students in the same way as resident students.

REYNOLDS then discussed what happened in the general fund over that period of time [see slide 6]. You see a year-to-year decline in state allocation in 2011-12, but increases since then, even taking into account the circumstance that in the first year of a biennium there is an allocation of 49%, and in the second year 51%. The state began to reinvest in education after the great recession, and we have managed to argue for a more equitable allocation of funds to PSU. We believe another change to the funding formula is coming, though the extent to which that will help us is unclear.

Over the time of modest enrollment declines, REYNOLDS said, there were tuition increases; that, and the changing mix of students, meant that state funding and net tuition revenue still increased. With our current enrollment decline, however, we see a decrease in net tuition revenue. For several years, we expect net tuition revenue to go down.

In the Governor's proposed budget, REYNOLDS said, funding is flat, which due to the 49%-51% biennium split would mean first a decrease and then an increase. We don't know what will really happen, and are hopeful that the co-chairs will move legislation to increase the state allocation. We have yet to see what will really happen.

Based on the information at this point, REYNOLDS projected that general fund revenue will be going down for several years. Since 2012 it increased from \$230 million to about \$310 million. For three years there was deficit spending, but during the last few years our revenues have exceeded expenses, so we have managed to build reserves.

This year marks a significant change, REYNOLDS said. Revenue has decreased. If we assume a 5% overall enrollment decline for next year, a 2.5% tuition increase (about half of what we increased last year), and no increase state support, that means revenue would be similar to 2016-17, but we have had significant cost increases since then.

REYNOLDS had expected that we would spend about \$11 million in reserves [this year], but there have been [unbudgeted] savings: workshare, leave without pay, little travel. We now expect expenditures to be very to revenue—maybe a loss of about \$1 million.

In scenarios for next year, REYNOLDS said, if we set the budget about 1.5% below this year, revenue would be higher than expenses, but that would reflect savings that we know will not repeat once we re-open campus. If we [continue] to decrease the budget each year by 1.5%, in year one the gap is \$17 million, in year two \$13 million. In principle if we can address enrollment challenges, we can bring expenses and revenue closer

together. We would still need to use reserves. At the divisional level, a simple analysis assumes reductions across the board, but it would look different if you can find a division more able to take reductions. Because there is a budget gap, each you are having to use reserves [see slide 7]. REYNOLDS noted this is a reduction from [current] budget, and not from inflationary costs to maintain the current service level. We would have to draw extensively on divisional reserves—we have about \$58 million—so each division will have to reduce its own overall budget as well as draw down on its own reserves.

Regarding federal stimulus funds, REYNOLDS reported that our current estimate is that they will provide about \$30 million to PSU—good news on a one-time basis [slide 9]. We now have language from the Department of Education of specifics around programming. They can be used to offset COVID-19 related expenses; and a minimum of \$8.3 million must be used for direct student aid. The Executive Council will come back the Budget Committee and ASPSU with our plans for these funds. Given the lost revenue over the last year, our desire to put into place a number of different programs to help students will exceed the available dollars, but we remain hopeful that there will be additional funding from the state or federal government.

PERCY, continuing the presentation, acknowledged that the information was sobering, that there is much information and many questions. He noted the upcoming forum [on the 22nd] and said this is the introduction to a longer conversation.

PERCY emphasized that we can't look at just one year, but need to create a more resilient future that is true to our core values and able to respond to evolution in higher education. We need to adjust to changes and take advantage of opportunities. He wanted to come through a tough period of a few years stronger, more resilient, and hopefully with some new initiatives.

Tactics to bridge the gap, PERCY said, include cautious use of reserve funds. This is one-time money and can't help us over the long haul, but can help cushion negative impact. The Board of Trustees had, a few years ago, made it clear that we need to build up some reserves; otherwise, we would have to make more draconian cuts.

The larger-than-anticipated enrollment decline has been exacerbated by COVID-19, particularly in urban schools. Our students face many challenges and uncertainties. PERCY appreciated KNEPFLE's work to create an enrollment plan. We're acting aggressively on that, pursuing different options, doing analysis to see if there are other markets. The suspension of the GPA requirement is part of the overall effort to encourage students who may be thinking it's harder than ever to go to college. It's not just getting them through the door, but supporting them to be successful.

PERCY said that we are advocating with the state legislature around support for higher education.

The Board of Trustees has encouraged us to think about other ways to generate revenue, PERCY said. If there are programs where demand is greater than capacity, it might make sense to invest in those areas; also, to explore online offerings to reach new markets. There has been exciting work at the graduate level in this area. He was also interested in growing professional and executive non-credit offerings, such as through the Center for

Executive and Professional Education. One area of success is that we substantially increased summer enrollment; he hoped we could repeat that.

Despite the work with the state to raise money and all we're doing to raise revenues, PERCY said, it seemed unlikely that we could achieve all that we need to get balanced budgets. We need to plan expenditure reduction. This is sobering; it's tough. He would rather be talking about something else, but for long-term health we need to look at these issues and do so transparently and together. The Provost has talked about academic program review, through a process that explores and assesses data, and makes decisions in consultation. We look at student services administrative operations—how they might be affected by and contribute to cost savings. We will also have a campus-wide administrative efficiency review, such as reviewing processes which may be too cumbersome, time-consuming, or complex. The budget model proposed by OAA has elements that direct resources over time to units and programs that are meeting the missions and opportunities of the University. PERCY stated that we are engaged in a comprehensive review of athletics. He would be appointing a campus-level Athletic Futures Committee.

The time to act is now, PERCY said. He did not blame people who have trepidations, but we have to be proactive, and take a comprehensive look at what we're trying to achieve.

GAMBURD proposed that senators with questions could send them to her, to convey to REYNOLDS and PERCY. [See **Attachment G.3** to the upcoming **March Agenda**.]

[Return to regular agenda order.]

C. DISCUSSION: Curriculum and our commitment to diversity equity and inclusion

GAMBURD noted that what was being presented did not represent a formal proposal to be decided upon. In the informal discussion, senators may speak as many times as desired. Without objection, the Secretary would summarize the proceedings, but not enter the content of the debate into the Minutes. The basis of the discussion would be a proposal for an undergraduate race and ethnic studies requirement [see **February Agenda Attachment C.1**], currently being worked on by a group of Faculty: Pedro FERBEL-AZCARATE, Susan GINLEY, Ethan JOHNSON, Marie LO, Alex SAGER, Ted VAN ALST, and Lisa WEASEL.

Summary of discussion: VAN ALST stated some of the main reasons behind the proposal, in view of the growing and changing nature of our student body, and in view of engaging with the broader community. SAGER outlined the draft concept for implementation: two courses taken from a list of offerings, taught by faculty with research and pedagogical expertise in these areas. This was a model similar to that found in several other universities, and perhaps comparable to writing or math requirements. WEASEL briefly discussed issues of course enrollment, resourcing, and faculty development.

In the discussion, senators asked questions and raised comments concerning broader issues of diversity (e.g., gender and sexuality) and intersectionality; contexts of racial and colonialism; place of various requirements and “double counting” in students’ plan of study; role of faculty scholarship in these areas; broader frameworks of civic engagement and pressing social issues.

GAMBURD suggested that additional questions and comments could be directed to members of the committee.

D. UNFINISHED BUSINESS – *none*

E. NEW BUSINESS – *moved above*

F. QUESTION PERIOD

1. Response to questions on House Bill 2864 from January – *Consent Agenda*

The Administration's response [**February Agenda Attachment F.1**] to the **Question to the President** at the **January** meeting [**January Agenda Attachment F.1**] was **received** as part of the *Consent Agenda*.

G. REPORTS

1-2. President's & Provost's reports – *dropped due to time*

3. Report from Vice President for Finance & Administration – *moved above*

*The following reports were **received** as part of the Consent Agenda:*

4. Monthly Report from Ad-Hoc Committee on Academic Program Reduction and Curricular Adjustments – *Consent Agenda*

5. EPC special report: student survey on returning to campus – *Consent Agenda*

H. ADJOURNMENT. The meeting was **adjourned** at 5:16 p.m.

February 2021

Temporary Suspension of Admission GPA Requirements

*Chuck Knepfle, VP for Enrollment
Susan Jefforts, Provost*



Portland State
UNIVERSITY



Background

- High school visits and college fairs moved to virtual events
- High school guidance counselors have less access to their students
- General student Zoom fatigue
- Applications for admission to PSU were down 30% at the beginning of January
- Applications to the University of Oregon and Oregon State are both up significantly
- Half of the high schools from which we've seen the largest drop in applications are either Title 1 or teach more than 50% non-white students
- Nationally, first-year enrollments in college were down 13% for 2020
- FAFSA filers down 10% nationally, 20% in Oregon



Background (cont'd)

*“The larger and more competitive colleges and universities are having a good year and getting lots of applications. But smaller and less competitive colleges are not. And **first-generation students and those who lack the money to pay for an application are not applying at the same rates they used to.**”*

[InsideHigherEd](#) (1/26/21)



Portland State's Mission

“Portland State University is leading the way to an equitable and sustainable future through academic excellence, urban engagement and **expanding opportunity for all**. We pursue excellence through **accessibility**, innovation, collaboration, engagement, sustainability and transformation.”

“**We educate a diverse community** of lifelong learners.”

“Delivering on **our access mission**, contributing to a highly educated and diverse community.”

“**We promote access, inclusion and equity** as pillars of excellence.”



Portland State's Mission

Is requiring a 3.0 GPA for admission true to our mission and commitment to access and opportunity?



COVID-19 Pledge

Give every Oregonian the opportunity to earn a college degree and prepare for an impactful future

Challenge: Portland is emerging from a significant intersection of pandemic and sustained racial justice protests that have disrupted our community and disrupted learning for tens of thousands of Oregon students. At PSU, the disruption has led to many students - especially BIPOC and low-income students - questioning whether they can afford or be successful in college. One manifestation of this at PSU is the significant decrease in applications for undergraduate enrollment for entering freshmen. The decrease is even more significant at high schools with significant numbers of underrepresented and first-generation students.

Opportunity: As PSU is a community leader, PSU and is committed to taking action to address the disruptions in education for Oregon students, many from underserved populations, by doing everything we can to eliminate barriers to application and enrollment, especially for BIPOC and low income students. As a result of investments by the federal government, we have an opportunity to do so, using these and investing one-time federal resources to invest in students, reopening and revitalizing the PSU campus, and reinvigorating in student success. At the same time, augment enrollment, work to reopen and revitalize campus, and reinvigorate the downtown Portland community.



Proposal

- Suspend the 3.0 GPA required for admission to PSU and evaluate the effects of the new GPA requirement in fall 2022
- Continue to subject students under a 2.5 to holistic review
- Waive admission application fees through June 15
- Eliminate the GPA requirement for Four Years Free
- Reduce housing costs for the neediest students
- Provide a free summer course or courses for at-risk students
- Invest significantly in student persistence programs

The suspension of the GPA is projected to result in between 200 and 400 additional students enrolling with less than a 3.0 GPA. This represents approximately 5-10% of the new student class, and 1-2% of the overall undergraduate student body.



Student support proposal

Summer bridge 'opt-out' program:

- Success course: study skills, time management
- Academic course: focused on either writing or math

First year student outreach

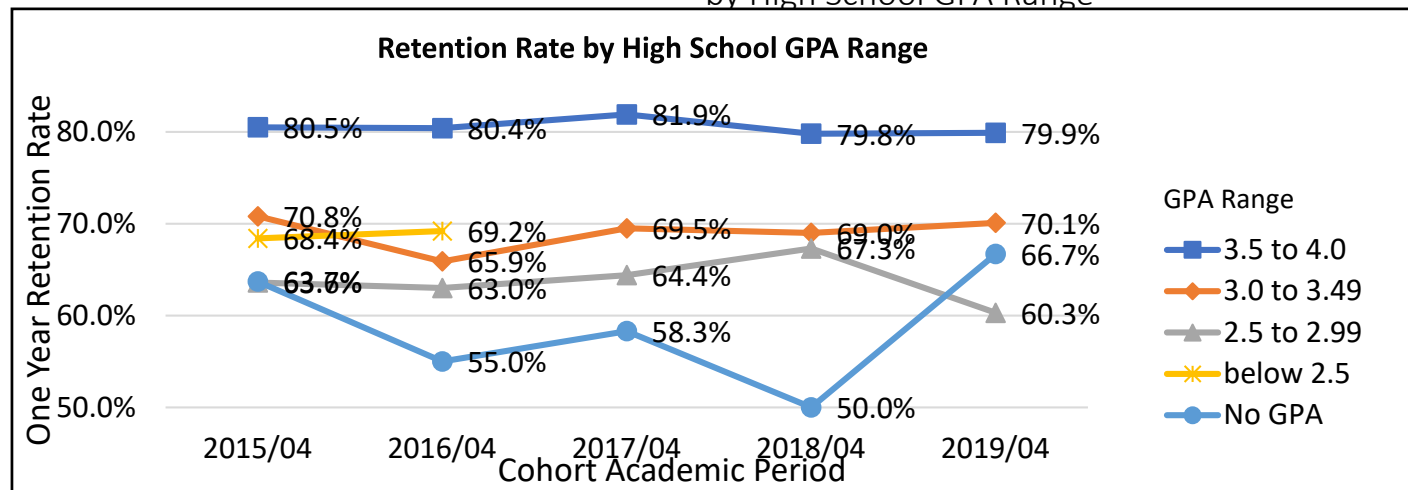
- Leverage existing student support
 - TRIO, MRS, Exito, L-SAMP, and more
- Scale current student support
 - Student success advocate
 - Early Alerts
- Circle-In
 - Student peer-studying platform

First-Time Full-Time One Year Retention Rates

2021.02.01 Minutes Appendix E.3 - p. A86

Five-Year Trend (2015-2019)

by High School GPA Range



Data shows new, undergraduate, degree-seeking full-time first-time (freshman and advance standing) students. Excludes students who graduated within the first year

Admission year/term	No GPA		< 2.5		2.5-2.99		3.0-3.49		3.5-4.0		Total	
	N	Ret Rate	N	Ret Rate	N	Ret Rate	N	Ret Rate	N	Ret Rate	N	Ret Rate
2015/04	11	63.6%	19	68.4%	212	63.7%	774	70.8%	688	80.5%	1704	73.8%
2016/04	20	55.0%	13	69.2%	230	63.0%	698	65.9%	653	80.4%	1614	71.3%
2017/04	12	58.3%	-	-	180	64.4%	698	69.5%	941	81.9%	1840	75.2%
2018/04	18	50.0%	-	-	162	67.3%	677	69.0%	933	79.8%	1796	74.2%
2019/04	12	66.7%	-	-	116	60.3%	612	70.1%	854	79.9%	1603	74.7%

N values under 10 are hidden

On average, 10.6% of First-Time Full-Time students enter PSU with less than a 3.00 High School GPA

In Fall 2020 only 7.6% of First-Time Full-Time students had a high school GPA below 3.00 (n=111)

First-Time Full-Time Six Year Graduation Rates
Fall 2013 Cohort
Race/Ethnicity & High School GPA Range

Race/Ethnicity	< 2.5 Cohort N	Retained /Grad	Rate %	2.5-2.99 Cohort N	Retained /Grad	Rate %	3.0-3.49 Cohort N	Retained /Grad	Rate %	3.5-4.0 Cohort N	Retained /Grad	Rate %	No GPA Cohort N	Retained /Grad	Rate %	Total Cohort N	Retained /Grad	Rate %
Asian	1	0	0.0	19	9	47.4	67	32	47.8	92	62	67.4	-	-	-	179	103	57.5
Black	1	0	0.0	23	9	39.1	21	8	38.1	12	9	75.0	3	0	0.0	60	26	43.3
Declined to Respond/Other	3	1	33.3	4	1	25.0	23	15	65.2	22	12	54.5	-	-	-	52	29	55.8
Hispanic/Latino	2	1	50.0	37	15	40.5	124	50	40.3	64	39	60.9	-	-	-	227	105	46.3
International Students	2	0	0.0	15	3	20.0	45	16	35.6	52	28	53.8	3	1	33.3	117	48	41.0
Multiple Ethnic/Race	2	0	0.0	26	8	30.8	52	22	42.3	30	17	56.7	-	-	-	110	47	42.7
Native American	-	-	-	2	0	0.0	4	1	25.0	4	3	75.0	-	-	-	10	4	40.0
Pacific Islander	-	-	-	3	1	33.3	4	1	25.0	2	1	50.0	-	-	-	9	3	33.3
White	11	0	0.0	94	32	34.0	331	144	43.5	323	194	60.1	20	6	30.0	779	376	48.3
Total	22	2	9.1%	223	78	35.0%	671	289	43.1%	601	365	60.7%	26	7	26.9%	1543	741	48.0%

Italics indicate small N size; review with caution

Data shows new, undergraduate, degree-seeking full-time first-time (freshman and advance standing) students who began in the Fall 2013 cohort year. Excludes students who graduated within the first year.

Data from [Intersectionality Exploration Tool](#)

Kevin Reynolds and Steve Percy

Faculty Senate Budget Update

Focus/Caveats

- General Fund
- Major revenue streams (state support and tuition revenue)
- Based on current information forecasts are just that

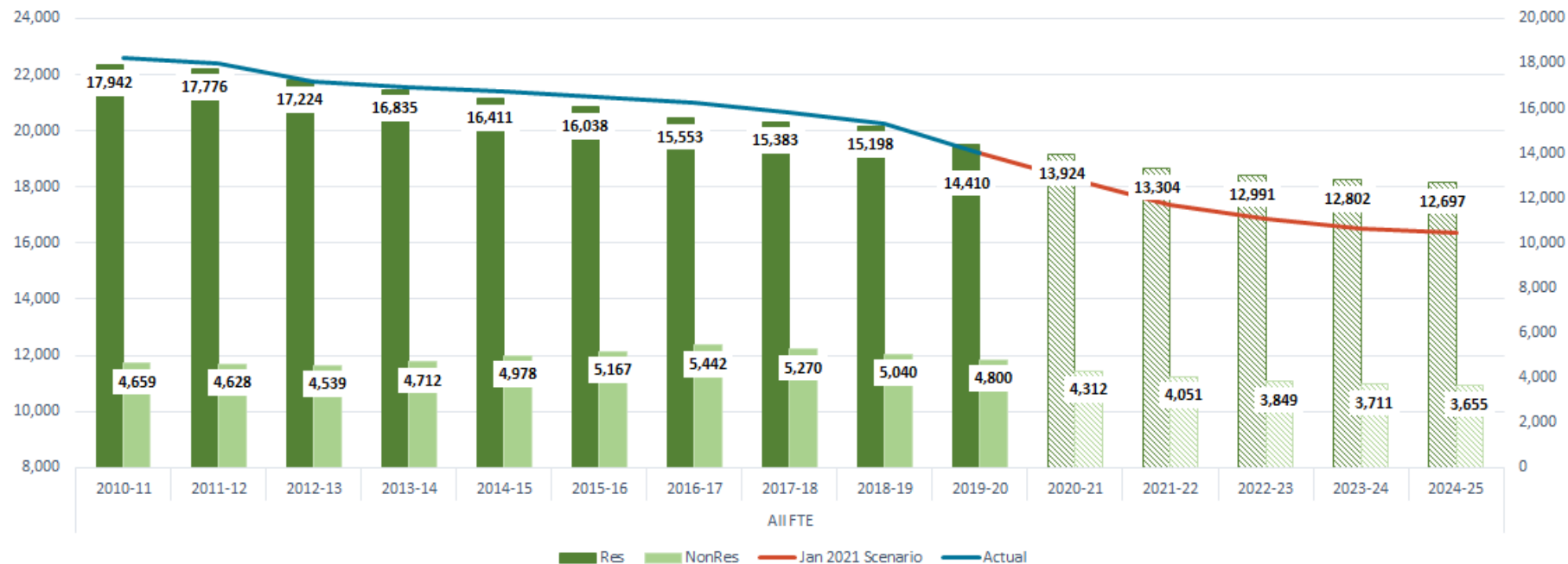
Agenda

- Enrollment changes
- General Fund Revenue changes - historical and future forecasts
- Closing the gap
- Use of reserves to provide a glide path
- Higher Education Emergency Relief Fund (HEERF) Funds
- 3 Year plan

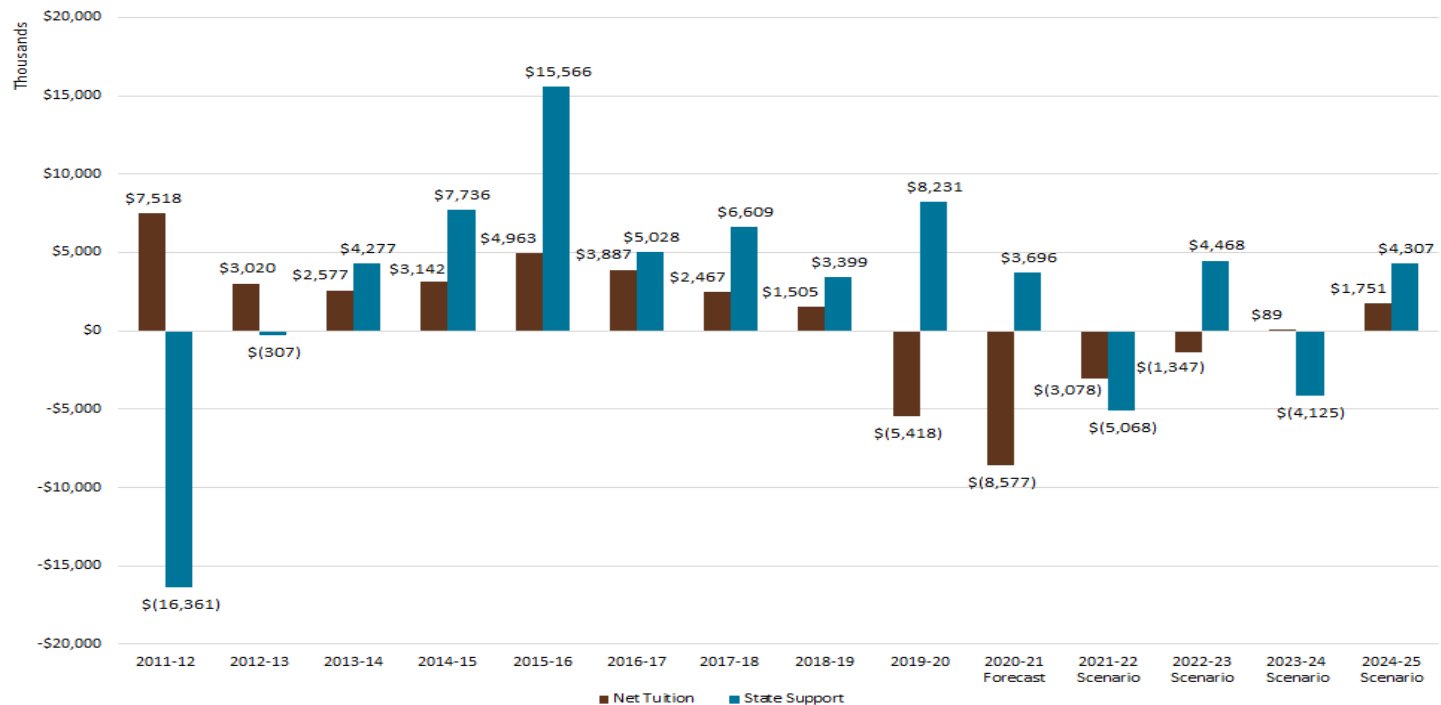
Faculty Senate Budget Update

- Overall SCH down 7.1% (Undergrad -8.2%)
- Applications for first-time students down 26% (-28% in-state)
- Transfer recruitment is still very early in cycle but initial indicators are down further than freshmen
- Modeling a further 6.8% (approx.) decline in new first-time and transfer students
- November modeled -2.7% based on Fall 4th week numbers and enrollment plan
- January - new forecast of -4.8%
- Will be updated again for the April F&A meeting

Fiveyear Enrollment Forecast (January update)

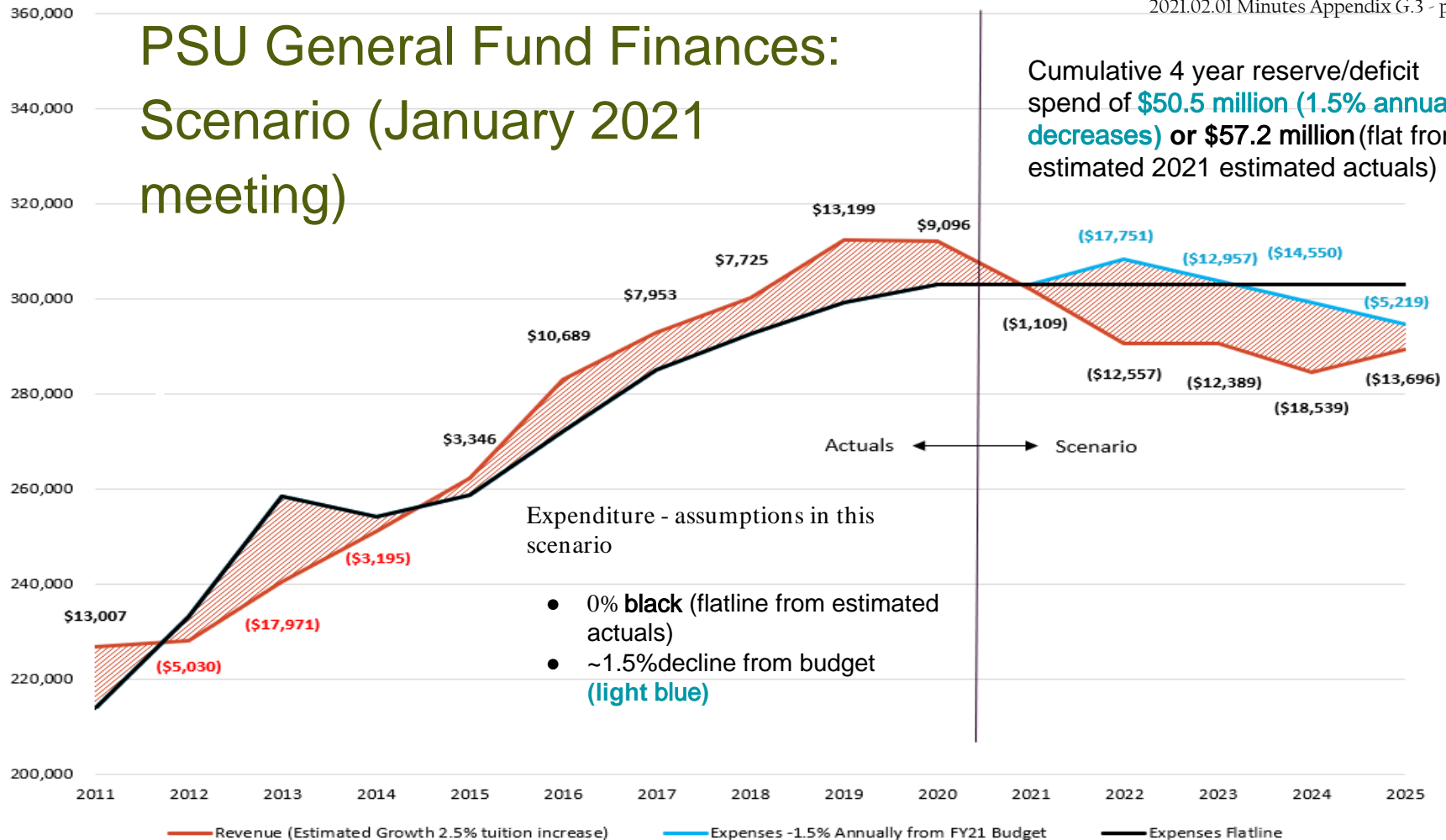


Increased state support offset initial enrollment declines



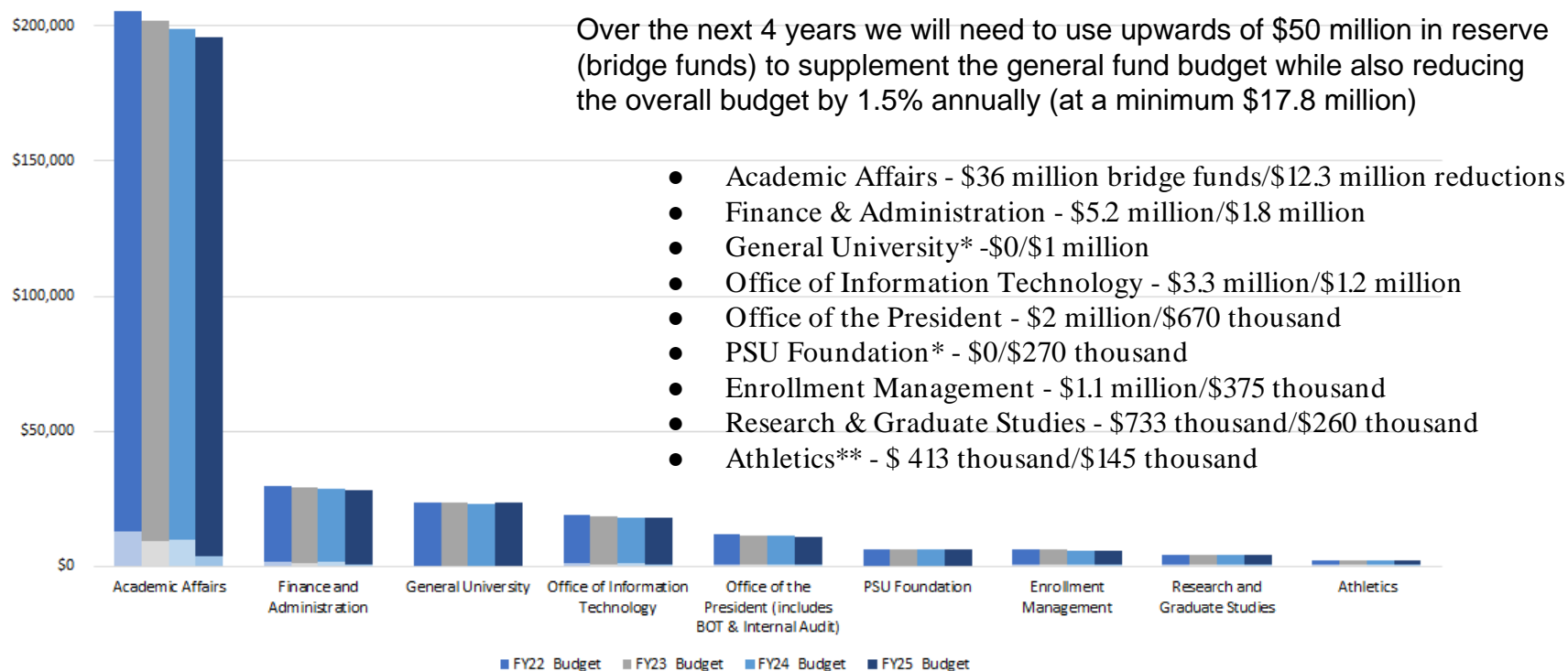
PSU General Fund Finances: Scenario (January 2021 meeting)

Cumulative 4 year reserve/deficit spend of **\$50.5 million (1.5% annual decreases)** or **\$57.2 million** (flat from estimated 2021 estimated actuals)



Faculty Senate Budget Update

PSU General Fund Finances: Scenario (January 2021 meeting)



* Currently there is no plan to use University reserves for the General University and Foundation budgets

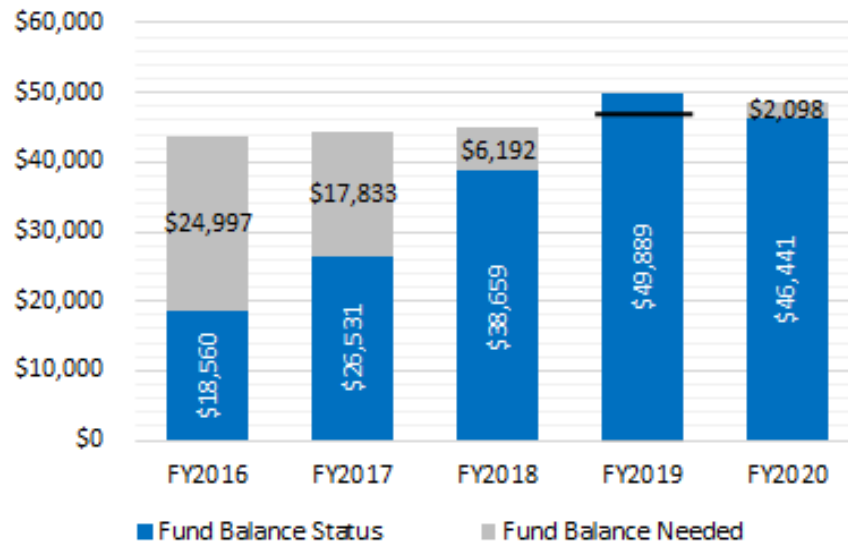
**Athletics currently has no management reserves

Faculty Senate Budget Update

- FY 2019-20 Year End Analysis
- Prior to moves which reduce Central Reserves by \$3 Million
- Fund balance not cash balance

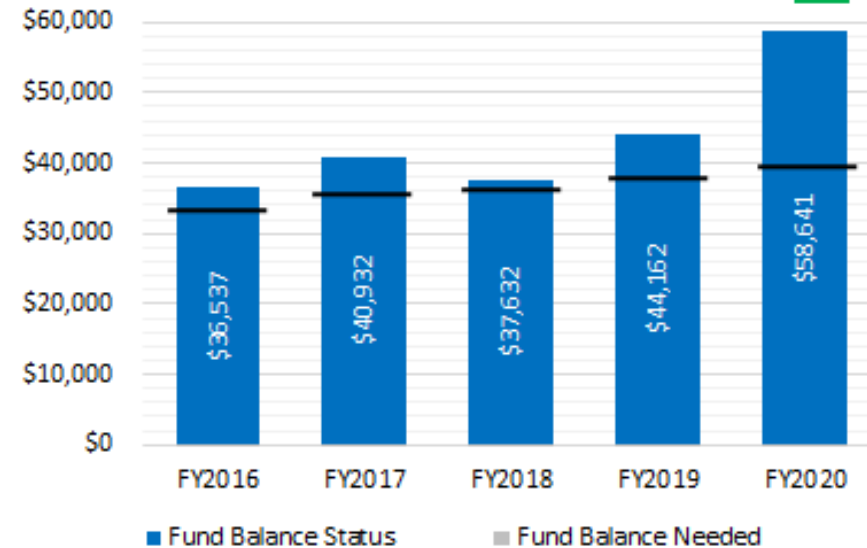
Central Reserves

(thousands)



Operating Reserves

(thousands)



Faculty Senate Budget Update

Federal Stimulus Funds - \$30 Million

- » Higher Education Emergency Relief Fund (HEERF) contained within the COVID-19 supplemental measure \$22.9 Billion
- » Association of Public and Land-Grant Universities (APLU) analysis estimated \$30 Million to PSU
- » US Department of Education will provide more specificity, but we know
 - These are one time, non-recurring funds;
 - The funds must be used to offset revenue losses or COVID-19 related expenses;
 - A minimum of \$8.3 Million must be used for direct student aid;
- » Process
 - Executive Council with input from Faculty Senate Budget Committee and ASPSU
 - Share plan with Board of Trustees

Faculty Senate Budget Update

Faculty Senate Budget Update

Tactics

- A. Bridging the Gap: Cautious use of reserve funds to help balance the budget and cushion impact
- B. Active and Persistent Attention to Enrollment
- C. Active Advocacy: Pushing for State and Other External Support

Faculty Senate Budget Update

Tactics

Pursuing Opportunities for Revenue Growth

- A. Investing resources in areas with demonstrable enrollment growth
- B. Exploring expanded online offerings to reach new markets
- C. Growing professional, executive noncredit offerings
- D. Development of Summer Term as expanded learning opportunity

Faculty Senate Budget Update

Tactics

Mediating Expenditures

Tactics Just Outlined are Not Anticipated to Alleviate Pressures on Budget

Expenditure Reduction/Alignment Tactics

- A. Academic Program Review
- B. Student Services Review
- C. Administrative Efficiency Review
- D. OAA Budget Model
- E. Comprehensive Review of Athletics

Faculty Senate Budget Update



PSU Town Hall
February 22nd 2-4 pm
Stay tuned for more details



Questions and Comments

Office of the Faculty Senate, OAA
Portland State University
P.O. Box 751
Portland, OR 97207



To: Susan Jeffords, Provost
From: Portland State University Faculty Senate
(Michele Gamburd, Presiding Officer; Richard Beyler, Secretary)
Date: 3 February 2021
Re: Summary of Senate Actions

At its regular meeting on 1 February 2021 (held as an on-line conference), Faculty Senate **approved** the curricular **consent agenda** with the new and changed courses listed in Attachment E.1 to the 1 February 2021 Agenda.

2-04-2021—OAA concurs with the curricular consent agenda with the new and changed courses.

Faculty Senate also **voted to approve**:

- A resolution in support of dropping consideration of GRE scores for graduate admissions, as stated in Attachment E.2;

02-04-2021—OAA concurs with the resolution in support of dropping consideration of GRE scores for graduate admissions.

- A temporary suspension of the 3.0 high school GPA requirement for freshmen admissions, as stated in Attachment E.3.

02-04-2021—OAA concurs with the temporary suspension of the 3.0 high school GPA requirement for freshman admissions.

Best regards,

A handwritten signature in black ink, appearing to read 'M. Gamburd'.

Michele Gamburd
Presiding Officer

A handwritten signature in black ink, appearing to read 'Richard H. Beyler'.

Richard H. Beyler
Secretary to the Faculty

A handwritten signature in black ink, appearing to read 'Susan Jeffords'.

Susan Jeffords, Ph.D.
Provost and Vice President for Academic Affairs

2 February 2021

TO: Faculty Senate

FROM: Paul Loikith, Chair, Graduate Council

RE: March 2021 Consent Agenda

The following proposals have been approved by the Graduate Council and are recommended for approval by the Faculty Senate.

You may read the full text for any proposal, as well as Faculty Budget Committee comments on new and change-to-existing program proposals, at the [Online Curriculum Management System \(OCMS\) Curriculum Dashboard](#).

School of Business

Changes to Existing Courses

E.1.a.1

- *Mgmt 521 Design Thinking for Social Innovation, 4 credits – change description

E.1.a.2

- *Mgmt 521S Design Thinking for Social Innovation, 4 credits – change description

E.1.a.3

- *Mgmt 522S Money Matters for Social Innovation, 4 credits – change description

E.1.a.4

- *Mgmt 523S Storytelling and Impact Measurement for Social Innovation, 4 credits – change description

College of Education

Changes to Existing Courses

E.1.a.5

- ELP 517 Ecological and Cultural Foundations of Learning, 4 credits – change course description

E.1.a.6

- ELP 519 Sustainability Education, 4 credits – change course description

E.1.a.7

- ELP 548 Advanced Global Political Ecology, 4 credits – change title to Global Political Ecology and change description

E.1.a.8

- ELP 550 Advanced Leadership for Sustainability, 4 credits – change title to Leadership for Sustainability and change description

* This course is part of a dual-level (400/500) course. For any revisions associated with the 400-level section please refer to the Undergraduate Curriculum Committee consent agenda memo.

Maseeh College of Engineering and Computer Science

New Course

E.1.a.9

- *CS 589 Blockchain Development & Security, 3 credits
Overview of blockchain systems, how they are built, and how they can be exploited. Students will get hands-on experience working with public blockchains as well as build and deploy permissioned blockchains. They will then examine security vulnerabilities in blockchain systems and how they may be automatically exploited.

College of Liberal Arts and Sciences

New Courses

E.1.a.10

- *Eng 529 Advanced Topics in Science Fiction, 4 credits
Study of selected topics in science fiction and speculative fiction. Topics may include the history of the field and its various movements; single-author studies; themes of sociopolitical significance; or theoretical topics. Course may be repeated for up to 8 credits with different topics. Prerequisite: Graduate standing.

E.1.a.11

- *Geog 572 Critical GIS, 2 credits
Explores the connections between GIS and the society it represents and serves, and the hidden implications embedded within GIS technology. Investigates whether GIS can be developed to reflect more complex perceptions of space and place that are not based on traditional mapping forms. Topics also include the implications of ongoing technological change, the democratization of mapping, and the ethics of GIS practice as well as the accessibility of GIS data and tools to all. Prerequisite: Geog 588 or equivalent.

E.1.a.12

- *Geog 576 3D Terrain Analysis & Visualization, 2 credits
Introduction to the theory and methods of the analysis and visualization of 3D digital elevation data. Topics include GIS terrain data models, terrain surface analysis, watershed delineation, and 3D visualization. Computer lab included. Prerequisite: Geog 588.

E.1.a.13

- *Geog 577 Photogrammetry and LiDAR, 2 credits
Introduction to the generation, compilation, and applications of digital elevation data derived from photogrammetry and LiDAR. Topics include UAS, digital photogrammetry, structure from motion, and LiDAR data processing. Computer lab included. Prerequisite: Geog 588.

E.1.a.14

- Geog 591 Professionalism in GIS, 2 credits
Students meet in a seminar format to learn from each other, from faculty members, from community partners, and from other experts and practitioners in the field of Geographic Information System. Presentations, dialogue, and case exploration will offer learning

* This course is part of a dual-level (400/500) course. For any revisions associated with the 400-level section please refer to the Undergraduate Curriculum Committee consent agenda memo.

about current issues and practices in the GIS industry. Topics will include the GIS body of knowledge, trends in the field, community activities, professionalization, GIS ethics, and the many practical dimensions of GIS as a career path. Prerequisite: Geog 588.

E.1.a.15

- *Wr 580 Advanced Book Design, 4 credits
Builds upon the Adobe InDesign, Photoshop, Illustrator, and Acrobat skills that students developed in WR 462/562 Book Design Software and further applied in WR 471/571 Typography, Layout, and Design. This class utilizes hands-on design projects that incorporate more advanced book design skills in terms of workflow, indexing, illustrations, visual data representations, etc. Prerequisite: Wr 571.

E.1.a.16

- *Wr 581 Ebook Production, 4 credits
Ebook Production teaches the hands-on skills of digital publishing. The course will build on an established understanding of basic text-based languages like HTML, CSS, and XML. Students will be introduced to new tools like iBooks Author, oXygen, and Sigil. Prerequisite: Wr 562.

Changes to Existing Courses

E.1.a.17

- *Bi 526 Principles of Evolution, 4 credits – change title to Advanced Topics in Evolutionary Biology, change credit hours to 3 credits, and add dual-level course.

E.1.a.18

- *Hst 577 Topics in Soviet History, 4 credits – change title to Topics in Russian-Soviet History and change description

E.1.a.19

- *Hst 578 Russian Cultural and Intellectual History, 4 credits – change title to Topics in Russian Cultural-Intellectual History, change description and repeatability

Drop Existing Courses

E.1.a.20

- *Geog 593 Digital Terrain Analysis, 4 credits

E.1.a.21

- *Hst 575 Topics in Early Russian History, 4 credits

E.1.a.22

- *Hst 576 Topics in Imperial Russian History, 4 credits

E.1.a.23

- *Hst 579 Russian Cultural and Intellectual History, 4 credits

E.1.a.24

- *Hst 585 Ottoman World, 4 credits

* This course is part of a dual-level (400/500) course. For any revisions associated with the 400-level section please refer to the Undergraduate Curriculum Committee consent agenda memo.

College of Urban and Public Affairs**New Course****E.1.a.25**

- PA 587 Principles and Practices of Emergency Management, 3 credits
Explores the history, doctrines, and authorities of emergency management as well as the role of the emergency manager. It provides background on this emerging field as well on theoretical foundations of effective emergency management and strategies for effective emergency management leadership. This is the same course as EMCR 587 and may be taken only once for credit.

Changes to Existing Courses**E.1.a.26**

- EMCR 540 Principles and Practices of Emergency Management, 3 credits – change course number to EMCR 587 and add cross-listing with PA 587

E.1.a.27

- USP 529 Green Buildings I, 3 credits – change course number to USP 534, change title to Green Buildings, add USP 434 as a dual-level cross-listing.

* This course is part of a dual-level (400/500) course. For any revisions associated with the 400-level section please refer to the Undergraduate Curriculum Committee consent agenda memo.

2 February 2021

TO: Faculty Senate

FROM: Susan Ginley, Chair, Undergraduate Curriculum Committee

RE: March 2021 Consent Agenda

The following proposals have been approved by the Undergraduate Curriculum Committee and are recommended for approval by the Faculty Senate.

You may read the full text for any proposal, as well as Faculty Budget Committee comments on new and change-to-existing program proposals, at the [Online Curriculum Management System \(OCMS\) Curriculum Dashboard](https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard) (<https://pdx.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard>) to access and review proposals.

College of the Arts

New Course

E.1.b.1

- Art 318 Weaving: Pattern & Structure, 4 credits
An introduction to the conceptual and technical aspects of weaving. Students will be introduced to hand-weaving on a floor loom and tapestry looms as a way to understand basic woven structures and how to utilize weaving to create color, pattern, and texture. Students will be assigned a series of samples and projects that incorporate dyeing and hand-manipulated techniques in addition to basic structures. Demonstrations, lectures, readings, and critiques will incorporate historic and contemporary textiles to provide a basic understanding of the possibilities of weaving in a fine art context. This course may be repeated for credit up to two times. Prerequisite: Art 216 or instructor approval.

Change to Existing Courses

E.1.b.2

- ArH 358U Romanesque Art, 4 credits – change title to Medicine and Magic in Romanesque Art and change description

E.1.b.3

- Art 101 CORE: Surface, 5 credits – change description

E.1.b.4

- Art 102 CORE: Space, 5 credits – change description

E.1.b.5

- Art 103 CORE: Time, 5 credits – change description

E.1.b.6

- Art 104 CORE: Digital Tools, 2 credits – change description

E.1.b.7

- Art 105 CORE: Ideation, 2 credits – change description

* This course is part of a dual-level (400/500) course. For any revisions associated with the 500-level section please refer to the Grad Council consent agenda memo.

E.1.b.8

- Art 230 Introduction to Drawing II, 4 credits – change title to Drawing II, change description and prerequisites

E.1.b.9

- Art 255 Two-dimensional Animation I, 4 credits – change description

E.1.b.10

- Art 257 Introduction to Video Art, 4 credits – change description

E.1.b.11

- Art 270 Introduction to Printmaking: Relief, 4 credits – change description and prerequisites

E.1.b.12

- Art 271 Introduction to Printmaking: Etching, 4 credits – change description

E.1.b.13

- Art 281 Introduction to Painting, 4 credits – change title to Intro to Painting, change description and prerequisites

E.1.b.14

- Art 282 Introductory Painting Topics, 4 credits – change title to Painting Topics, change prerequisites

E.1.b.15

- Art 294 Water Media, 4 credits – change description

E.1.b.16

- Art 296 Digital Drawing and Painting, 4 credits – change title to Digital Drawing, Painting and Printmaking, change description

E.1.b.17

- Art 297 Book Arts, 4 credits – change description

E.1.b.18

- Art 330 Critical Theories in Art I, 4 credits – change description

E.1.b.19

- Art 339 BFA Vertical Lab I: Collaboration and Presentation Strategies, 4 credits – change prerequisites

E.1.b.20

- Art 350 Life Drawing II, 4 credits – change description and prerequisites

E.1.b.21

- Art 356 Visual Storytelling, 4 credits – change description and prerequisites

E.1.b.22

- Art 362 Photographic Imaging, 4 credits – change title to Intermediate Photography

* This course is part of a dual-level (400/500) course. For any revisions associated with the 500-level section please refer to the Grad Council consent agenda memo.

E.1.b.23

- Art 370 Topics in Printmaking Techniques, 4 credits – change description and prerequisites

E.1.b.24

- Art 371 Intermediate Printmaking: Thematic Process, 4 credits – change title to Intermediate Printmaking, change description

E.1.b.25

- Art 391 Drawing Concepts, 4 credits – change title to Intermediate Drawing and Mixed Media and change prerequisites

E.1.b.26

- Art 393 Intermediate Painting Topics, 4 credits – change title to Painting Topics, change prerequisites

E.1.b.27

- Art 455 Time-Based Art Studio, 4 credits – change prerequisites

E.1.b.28

- Art 479 Advanced Printmaking - Working Place, 4 credits – change description and prerequisites

E.1.b.29

- Art 490 Advanced Painting, 4 credits – change prerequisites

E.1.b.30

- Art 496 BFA Project I, 4 credits – change prerequisites

E.1.b.31

- Des 120 Digital Design, 4 credits – change title to Digital Graphics

E.1.b.32

- Des 121 Introduction to Type and Communication Design, 4 credits – change title to Introduction to Type and Design Principles and change description

E.1.b.33

- Des 125 Show and Tell, 1 credit – change repeatability

E.1.b.34

- Des 200 Digital Page Design I, 4 credits – change description

E.1.b.35

- Des 210 Digital Imaging and Illustration I, 4 credits – change description

E.1.b.36

- Des 224 Narrative and Communication Design, 4 credits – change title to Storytelling and Narrative

E.1.b.37

- Des 225 Communication Design Systems, 4 credits – change title to Design Systems, change description

* This course is part of a dual-level (400/500) course. For any revisions associated with the 500-level section please refer to the Grad Council consent agenda memo.

E.1.b.38

- Des 300 Digital Page Design II, 4 credits – change description

E.1.b.39

- Des 302U Design is Everywhere, 4 credits – change description

E.1.b.40

- Des 320 Information Design, 4 credits – change description

E.1.b.41

- Des 321 Brand Lab, 6 credits – change description

E.1.b.42

- Des 354 Typography II, 4 credits – change description

E.1.b.43

- Des 472 Communication Design Portfolio, 6 credits – change title to Design Portfolio

E.1.b.44

- FILM 231 Advanced Film Analysis, 4 credits – change title to Film Analysis II and change description

E.1.b.45

- FILM 257 Narrative Film Production I, 4 credits – change description

E.1.b.46

- FILM 358 Narrative Film Production II, 4 credits – change description

E.1.b.47

- FILM 359 Narrative Film Production III, 4 credits – change description

E.1.b.48

- Mus 225 Music Technology Lab, 1 credit – change course number to Mus 145

Drop Existing Course

E.1.b.49

- Art 492 Contemporary Studio Practice, 4 credits

School of Business**Changes to Existing Courses**

E.1.b.50

- *Mgmt 421 Design Thinking for Social Innovation, 4 credits – change description and prerequisites

E.1.b.51

- *Mgmt 422 Money Matters for Social Innovation, 4 credits – change description and prerequisites

E.1.b.52

- *Mgmt 423 Storytelling and Impact Measurement for Social Innovation, 4 credits – change description and prerequisites

* This course is part of a dual-level (400/500) course. For any revisions associated with the 500-level section please refer to the Grad Council consent agenda memo.

Maseh College of Engineering and Computer Science

New Course

E.1.b.53

- *CS 489 Blockchain Development & Security, 4 credits
Overview of blockchain systems, how they are built, and how they can be exploited. Students will get hands-on experience working with public blockchains as well as build and deploy permissioned blockchains. They will then examine security vulnerabilities in blockchain systems and how they may be automatically exploited. Prerequisite: Upper-division standing.

College of Liberal Arts and Sciences

New Courses

E.1.b.54

- *Bi 426 Advanced Topics in Evolutionary Biology, 3 credits
Lectures and discussions on advanced topics in evolutionary biology; evaluation of historical and current trends in this field. Prerequisite: Bi 358 or equivalent (course must be passed with a minimum of a B).

E.1.b.55

- *Eng 429 Advanced Topics in Science Fiction, 4 credits
Study of selected topics in science fiction and speculative fiction. Topics may include the history of the field and its various movements; single-author studies; themes of sociopolitical significance; or theoretical topics. Course may be repeated for credit with different topics. Up to 8 credits of this course number can be applied to the English major. Prerequisite: Eng 300 and WR 301.

E.1.b.56

- Eng 380 Introduction to Comparative Literary and Cultural Studies, 4 credits
Overview of the practices, methods, and materials of comparative literary and cultural studies, with an emphasis on learning specific modes of encountering creative expression from different linguistic, cultural, and national backgrounds. Introduces students to major questions, concepts, and debates in the field as well as literary works in relation to various themes, ideas, genres, and contexts.

E.1.b.57

- Eng 383U Topics in Comparative Literature, Film, and Comics, 4 credits
Comparative study of literary, film, or comic-book genres across two or more world cultures. Students learn conventions of specific genres, significant differences between genres, and the role cultural environments play in shaping artistic responses. Readings and discussions are in English. Course may be repeated for credit with different topics. Up to 8 credits of this course number can be applied to the English major.

E.1.b.58

- *Geog 472 Critical GIS, 2 credits
Explores the connections between GIS and the society it represents and serves, and the hidden implications embedded within GIS technology. Investigates whether GIS can be

* This course is part of a dual-level (400/500) course. For any revisions associated with the 500-level section please refer to the Grad Council consent agenda memo.

developed to reflect more complex perceptions of space and place that are not based on traditional mapping forms. Topics also include the implications of ongoing technological change, the democratization of mapping, and the ethics of GIS practice as well as the accessibility of GIS data and tools to all. Prerequisite: Geog 488 or equivalent.

E.1.b.59

- *Geog 476 3D Terrain Analysis & Visualization, 2 credits
Introduction to the theory and methods of the analysis and visualization of 3D digital elevation data. Topics include GIS terrain data models, terrain surface analysis, watershed delineation, and 3D visualization. Computer lab included. Prerequisite: Upper-division standing.

E.1.b.60

- *Geog 477 Photogrammetry and LiDAR, 2 credits
Introduction to the generation, compilation, and applications of digital elevation data derived from photogrammetry and LiDAR. Topics include UAS, digital photogrammetry, structure from motion, and LiDAR data processing. Computer lab included. Prerequisite: Upper-division standing.

E.1.b.61

- *Wr 480 Advanced Book Design, 4 credits
Builds upon the Adobe InDesign, Photoshop, Illustrator, and Acrobat skills that students developed in WR 462/562 Book Design Software and further applied in WR 471/571 Typography, Layout, and Design. This class utilizes hands-on design projects that incorporate more advanced book design skills in terms of workflow, indexing, illustrations, visual data representations, etc. Prerequisite: Wr 471.

E.1.b.62

- *Wr 481 Ebook Production, 4 credits
Ebook Production teaches the hands-on skills of digital publishing. The course will build on an established understanding of basic text-based languages like HTML, CSS, and XML. Students will be introduced to new tools like iBooks Author, oXygen, and Sigil. Prerequisite: Upper-division standing.

Changes to Existing Courses

E.1.b.63

- *Hst 477 Topics in Soviet History, 4 credits – change title to Topics in Russian-Soviet History, change description and prerequisites

E.1.b.64

- *Hst 478 Russian Cultural and Intellectual History, 4 credits – change title to Topics in Russian Cultural-Intellectual History, change description, prerequisites, and repeatability

E.1.b.65

- WLL 380 Introduction to Comparative Literary and Cultural Studies, 4 credits – change description, cross-list with Eng 380, change repeatability

* This course is part of a dual-level (400/500) course. For any revisions associated with the 500-level section please refer to the Grad Council consent agenda memo.

E.1.b.66

- WLL 383U Topics in Comparative Literature, Film and Comics, 4 credits – cross-list with Eng 383U

Drop Existing Courses

E.1.b.67

- *Geog 493 Digital Terrain Analysis, 4 credits

E.1.b.68

- *Hst 475 Topics in Early Russian History, 4 credits

E.1.b.69

- *Hst 476 Topics in Imperial Russian History, 4 credits

E.1.b.70

- *Hst 479 Russian Cultural and Intellectual History, 4 credits

E.1.b.71

- *Hst 485 Ottoman World, 4 credits

College of Urban and Public Affairs**New Course**

E.1.b.72

- *USP 434 Green Buildings, 3 credits
An overview of contemporary green building practices and the design and development processes essential to their success. Emphasis on strategies that have the highest economic return and/or the greatest environmental benefits. The full lifecycle of the built environment is considered, from planning and design through construction, operation, and the end of use. Prerequisite: Upper division standing.

* This course is part of a dual-level (400/500) course. For any revisions associated with the 500-level section please refer to the Grad Council consent agenda memo.

2 February 2021

TO: Faculty Senate

FROM: Paul Loikith, Chair, Graduate Council

RE: M.S. in Geographic Information Science

The following proposal has been approved by the Graduate Council and is recommended for approval by the Faculty Senate.

You may read the full text of the program proposal, as well as Faculty Budget Committee comments, at the [Online Curriculum Management System \(OCMS\) Curriculum Dashboard](#).

**PROPOSAL SUMMARY FOR
College of Liberal Arts and Sciences
M.S. in Geographic Information Science**

Effective Term: Fall 2021

Overview of the Program

Geographic information science (GIS) is an emergent geospatial discipline generating substantial attention in consumer markets, industry, and education. The U.S. Department of Labor considers geospatial technology a high growth industry. A National Science Foundation report published in 2011 identifies geospatial technology as a core tool of our society. That needs to become as fundamental to our education system as reading, writing and arithmetic. In response to the increasing demand for GIS education, PSU offers more than 20 regular GIS courses that support graduate and undergraduate programs, including a graduate GIS certificate program and a Geography GIS minor. The Master of Science in GIS program provides a new pathway for those who are seeking a new career or want to enhance their existing career in GIS. The MS in GIS Program enables PSU to meet the increasing demand for GIS education and trains students for successful entry into or advancement in the geospatial workforce. In addition to serving as a stand-alone master's program, the MS in GIS Program is intended to be stackable for students who want to begin their GIS training in the Graduate GIS Certificate Program.

Evidence of Need

The global GIS market is expected to reach \$17.5 billion by 2023, according to Prescient & Strategic Intelligence. The vibrant GIS industry in the Portland metropolitan region offers great GIS career opportunities regionally and nationally. PSU graduate GIS certificate program admits around 30 students annually. We also see the increase in undergraduate GIS minor students. The MS in GIS could attract new post-baccalaureate students and provide an advanced GIS training for existing graduate and undergraduate GIS students.

The GIS certificate students are very likely to continue with the MS in GIS program because of the "stackable" design of the MS in GIS program. In addition, Portland metropolitan regions are the home to many major GIS companies, such as Quantum Spatial Inc and ESRI R & D Center Portland, many mid-size GIS consultant companies, and federal government agencies. More counties and cities in the region also are seeking to enhance their GIS capacities as a result of the coordinated efforts done at the state level by the Oregon Geospatial Enterprise Office and at the tri-county region by Metro. There is a major demand for advanced, graduate-level GIS training

from employees in the regional private and public sectors. Additional demographic information and market research is available in the full proposal.

Course of Study

The student will plan a program of study with an adviser and other members of the supervisory committee during the first term of residence (the first term after admission to the program). The program of study must include a minimum of 45 graduate credits. Of these, a minimum of 32 graduate credits must be in geography, to include 6 credits of GEOG 509 (GIS Practicum), 12 credits of core geography courses, 8 credits in core GIS competency courses, 4 credits in non-GIS, topical courses, at least 8 credits from one of the five specialized geospatial data science focus areas, and 7 elective credits to meet the 45 credits required by the program.

Students in the program must complete a project-based practicum. The practicum requires the presentation of the student's practicum project into a topic approved by the student's graduate committee, which may include a community partner. The practicum represents an original contribution to knowledge in the field of GIScience and normally involves working with a community partner. A final oral presentation of the project and a project report are required for completion of the degree.

The Geography Department follows the University requirement for minimum and continuous enrollment.

The program consists of coursework in the following areas:

Core Geography courses (12 credits)

GEOG 522 Research Design 4cr

GEOG 591 Professionalism in GIS 2cr

GEOG 572 Critical GIS 2cr

GEOG 592 Geographic Information Systems II: Advanced GIS 4cr

Core GIS Competency courses (choose 2 courses - 8 credits)

GEOG 575 Digital Compilation & Database Design 4cr

GEOG 590 GIS Programming 4cr

GEOG 597 Advanced Spatial Quantitative Analysis 4cr

Non-GIS, Topical courses (4 credits)

4 credits of graduate level non-GIS courses (with approval of the committee)

Specialized geospatial data science focus area (at least two courses in one of the areas below)

- Remote sensing & digital image analysis
 - GEOG 580 Remote Sensing and Image Analysis 4cr
 - GEOG 581 Digital Image Analysis I: Introduction 4cr
 - GEOG 582 Digital Image Analysis II: Advanced Remote Sensing 4cr
 - GEOG 577 (new course title and credit) Photogrammetry and LiDAR 2cr
- Cartography & geovisualization
 - GEOG 584 Cartographic Applications of GIS 4cr
 - GEOG 585 Map Design and Production 4cr
- Computer & information sciences
 - CS 520 Object-Oriented Programming 3cr
 - CS 547 Computer Graphics 3cr
 - CS 549 Computational Geometry 3cr

- CS 554 Software Engineering 3cr
 - GEOG 575 Digital Compilation & Database Design 4cr
 - GEOG 590 GIS Programming 4cr
 - GEOG 595 Maps, Models, and GIS 4cr
- Spatial statistics & quantitative methods
 - ESM 566 Environmental Data Analysis 4cr
 - ESM 567 Multivariate Analysis of Environmental Data 4cr
 - GEOG 597 Advanced Spatial Quantitative Analysis 4cr
- System and data science
 - CS 541 Artificial Intelligence 3cr
 - CS 542 Advanced Artificial Intelligence: Combinatorial Games 3cr
 - CS 543 Advanced Artificial Intelligence: Combinatorial Search 3cr
 - CS 545 Machine Learning 3cr
 - SYSC 514 System Dynamics 4cr
 - SYSC 525 Agent Based Simulation 4cr
 - SYSC 527 Discrete System Simulation 4cr
 - SYSC 531 Data Mining with Information Theory 4cr
 - SYSC 535 Modeling & Simulation with R and Python 4cr
 - SYSC 540 Introduction to Network Science 4cr
 - SYSC 552 Game Theory 4cr
 - SYSC 575 AI: Neural Networks I 4cr

GIS Practicum (6 credits)

GEOG 509 Practicum

Electives (7 credits or take the number of credits to reach 45 credits required by the program)

Graduate level GIS courses or seminars (or other courses approved by the committee). The list below includes some courses that could be used as electives.

G 525 Field GIS 4 cr

GEOG 507 SEM: Speaker Series 1cr

GEOG 576 (new course) 3D Terrain Analysis & Visualization 2cr

GEOG 589 Building a GIS Database with GPS 4cr

GEOG 594 GIS for Water Resources 4cr

Other emergent geospatial technology topics offered as seminars or 510 may be approved for the focus area or as electives.

Students might need to complete additional CS courses to meet the prerequisite requirements of the CS courses. Please check with the instructor before registering for the course.

Minimum credits: 45 credits

2 February 2021

TO: Faculty Senate

FROM: Paul Loikith, Chair, Graduate Council

RE: Graduate Admissions Transcript Policy Change

The following proposal has been approved by the Graduate Council and is recommended for approval by the Faculty Senate.

Transcript Policy Change Goals:

- To implement more equitable and anti-racist policy and practice (also looking at changes in standardized test exams such as GRE/GMAT) and transcript policies.
- To bring the graduate admissions policy and practices more in line with the minimum admissions requirements.
- To remove admissions and matriculation barriers.
- To create efficiency in procedures.

The Graduate School's existing [transcript policy](#) requires official transcripts of matriculated students from every community college, college or university ever attended to be submitted before registering for the second term of classes. These transcripts are used to calculate an overall total cumulative undergraduate GPA (or, if 9 or more letter graded graduate credits have been completed, a graduate GPA) for graduate admission.

The proposed change would **update the policy** requiring official transcripts be submitted to PSU from **only the institutions where (a) bachelor's degree(s) was(were) awarded and where graduate credits were completed.**

The Graduate School's **GPA calculation policy** would also be updated to no longer calculate a total undergraduate cumulative GPA, and instead base eligibility on the institutional GPA from the degree granting institution where the bachelor's degree was completed (or graduate GPA if 9 or more letter graded credits have been completed).

- The proposed changes have been verified with PSU's Accreditation and Compliance Coordinator for NWCCU, the Registrar's Office and ISSS.
- This policy change is also in line with changes being made by the University's Financial Aid office regarding Satisfactory Academic Progress policies and GPA calculation.
- Vetted by legal counsel, Krista Sterns, to ensure the timing of implementation is in accordance with best practices. A good example of timing to implement could be the catalogue policy which grandfathers existing students but allows them to choose which catalogue year they wish to claim for their degree.

EXISTING TRANSCRIPT POLICY

UNIVERSITY REQUIREMENTS

To be admitted to PSU for a graduate certificate, masters or doctoral program, applicants must satisfy University requirements and be accepted by the academic department in which the graduate study will occur. Admission eligibility is based on receipt of a baccalaureate degree equivalent to a United States four-year bachelor's degree from a college or university recognized as an institution of higher education by the Ministry of Education in the relevant

country or be regionally accredited within the U.S. prior to matriculating into a graduate program.

Admitted students must meet the university's minimum English language proficiency requirements in order to enroll in graduate courses.

The Graduate School reserves the right to request official or updated transcripts at any time.

REGULAR ADMISSION

To be considered for regular admission, applicants must have a minimum cumulative undergraduate GPA of 2.75 or the equivalent (on the U.S. 4.0 scale). Applicants who have earned 9 or more letter-graded graduate credits must have a minimum graduate GPA of 3.0 or the equivalent; this graduate GPA supersedes the undergraduate GPA.

CONDITIONAL ADMISSION

Applicants who have a cumulative undergraduate GPA between 2.5 and 2.74 or the equivalent are eligible for University Conditional status. After completing 9 letter-graded graduate credits at PSU with a GPA of 3.0 or higher, students with University Conditional status will automatically be given Regular status.

PROPOSED CHANGES

Wording to be deleted is ~~struck through~~. Wording to be added is underlined.

REGULAR ADMISSION

To be considered for regular admission, applicants must have a minimum ~~cumulative~~ undergraduate GPA of 2.75 or the equivalent (on the U.S. 4.0 scale) from the degree-granting institution(s). Applicants who have earned 9 or more letter-graded graduate credits must have a minimum graduate GPA of 3.0 or the equivalent; this graduate GPA supersedes the undergraduate GPA.

CONDITIONAL ADMISSION

Applicants who have a cumulative undergraduate GPA between 2.5 and 2.74 or the equivalent from the degree-granting institution(s) are eligible for University Conditional status. After completing 9 letter-graded graduate credits at PSU with a GPA of 3.0 or higher, students with University Conditional status will automatically be given Regular status.

Portland State University Faculty Senate Resolution

Academic Freedom

Background

Our country recently witnessed a chilling attack on the United States Capitol. Citizens used their rights of free expression, association, and assembly, and then abused them. They crossed a bright line where political expression turned into an attack on our democratic institutions that included mob intimidation and reckless endangerment of human life. The mob was primed over many years, summoned and incited to action through the use – and then abuse – of social media. Democratic rights, we learn, can be used to undermine democracy.

The attack on the U.S. Capitol is also troubling for the precedent it sets for similar actions to be replicated at other institutions, including universities.

Academic freedom is to the university what the freedoms of expression, association, and assembly are to democracy. As with the abuse of democratic rights, carelessness in the exercise of academic freedom can undermine, stifle, and annihilate academic freedom itself.

While we all have the right to express our opinions in accordance with The First Amendment of the United States Constitution, there are limitations to free speech when it violates our laws and when it results in a true threat for an individual or a group of individuals or incites actions that will harm others. It is crucial to ensure that the members of our academic community can learn and work in an environment that is free of hate and hostility.

Whereas

When faculty become active in, or even endorse or tacitly support, public campaigns calling for the intimidation of individual colleagues they disagree with, or with an entire faculty they disagree with, they are undermining academic freedom. Intimidation and explicit or implied threats to physical integrity are not accepted as academic methods.

Whereas

Academic freedom is fundamental to a free society, and academics have organized to protect this freedom for over a century through the American Association of University Professors. Academic freedom, as defined by the AAUP, is also enshrined in several PSU policies:

- Board of Trustees Policy on the [Roles of the Board, President and Faculty, Shared Governance and Academic Freedom](#)
- [PSU-PSUAAUP Memorandum of Understanding](#) on “PSU Board of Trustees Policy on the Roles of the Board, President and Faculty, Shared Governance and Academic Freedom” (June 7, 2017)
- PSU Standard 580-022-0005, “Academic Freedom”

Whereas

University policies that spell out the commitment to academic freedom also recognize responsibilities that come with it. At Portland State University, duties attendant to academic freedom are spelled out in a variety of policies that define our responsibilities as professionals, academics, and members of the university enterprise. These policies distinguish between the responsible use of academic freedom and the abuse of academic freedom. They include, but are not limited to, the following:

- [Interim Revised Prohibited Discrimination and Harassment Policy](#)
- [PSU Standard 580-015-0015](#), on Prohibited Discrimination
- PSU [Professional Standards of Conduct Policy](#)
- [PSU Standard 577-041-0005](#), “Faculty Conduct Code”
- PSU [Copyright Ownership Policy](#), section 2.5, defining the obligation of faculty towards one another in relation to course materials.
- Refrain from inciting PSU students to violate the [Student Conduct and Responsibility Policy](#)

Beyond PSU, there is an extensive body of AAUP policy, [constitutional theory, and case law](#) on the scope, limits, and obligations attendant to academic freedom.

Be it Resolved

As Faculty, we must be thoughtful in our exercise of academic freedom and guard against its cynical abuse that can take the form of bullying and intimidation. This kind of abuse of academic freedom destroys academic freedom by eroding the trust that makes possible open dialogue, which is a central tenet in university intellectual life as well as in the practice of participatory democracy more broadly.

Note from Secretary: Senators submitted these questions following the report on the budget from the Vice President for Finance and Administration and the President at the February meeting [2021.02.01 G.3], and FADM submitted these respective responses.

Question 1: Recognizing that the nearly \$35 million in pandemic-related funding (remaining CARES Act funds, and the 2021 Consolidated Appropriations Act funds) have been excluded from these financial forecasts, how much this funding is likely to be realized in FY 21, or carried over as fungible reserves into FY 22?

Response:

We are reviewing the specifics of the grant agreement with the Department of Education and collecting input from across the campus on potential uses. We anticipate that these funds will be used primarily in the current fiscal year and the FY21-22 fall term and will include some revenue losses from auxiliary enterprises. The forecasts presented were focused on the recurring general fund budget.

Question 2: There was mention of the \$30 million one-time Federal COVID funding, \$8.3 million of which needs to go toward student aid. How/can the remaining ~\$22 million be used to mitigate cuts in the next several years?

Response:

Funds are to be spent one year from the Grant Award Notification (GAN) on activities that were brought on by the disruption caused from the pandemic. Grant funds may be used to defray expenses (including lost revenue, reimbursement for expenses already incurred, technology costs associated with a transition to distance education, faculty and staff trainings, and payroll); carry out student support activities that address needs related to coronavirus; and make additional financial grants to students, which may be used for any component of the student's cost of attendance or for emergency costs that arise due to coronavirus, such as tuition, food, housing, health care (including mental health care), or child care.

Grant funds may **NOT** be used to fund contractors for the provision of pre-enrollment recruitment activities; marketing or recruitment; endowments; capital outlays associated with facilities related to athletics, sectarian instruction, or religious worship; senior administrator or executive salaries, benefits, bonuses, contracts, incentives; stock buybacks, shareholder dividends, capital distributions, and stock options; or any other cash or other benefit for a senior administrator or executive

*Question 3: Is the enrollment forecast in your presentation the best-case or the worst-case projection? What *are* your best-case and worst-case projections? How does your forecast try to account for any recovery of lost enrollment after the pandemic ends?*

Response:

Unfortunately, predicting the enrollment behavior of students - especially those who are closer to high school age - is tremendously difficult. We characterize this enrollment forecast as realistic, bordering on optimistic. Our worst-case scenario is that fall enrollments go down by 30% (which is where freshman and transfer application numbers have been), and that would have incredibly significant financial implications for the next 4-6 years.

Unfortunately, we don't see that there will be any natural enrollment recovery after COVID. If that were to be the case, I don't think we'd be down so much on admission applications. The only way to recover is to be creative, innovative, and work incredibly hard in Enrollment Management and other recruit-focused units. That's one of the primary reasons we've launched "Open for fall. Open for all."

Question 4: Oregon State legislators will not make a final decision on legislative bills until the May state revenue forecast. Will PSU take this into account before making final budget decisions for next year and after? Also, HECC is planning to lobby the legislature to increase the Oregon Opportunity Grant from \$140 million to \$200 million. This might boost student enrollment. Has PSU also taken this into account?

Response:

The budget for next fiscal year is due to the Board of Trustees by June 8th. This will likely be before we have final decisions from the State Legislature on funding for Higher Education. As in prior legislative years, we will consider all information available up to the submission of a budget for Board approval. We will also continue to monitor legislation that may have an impact on enrollment and/or state revenue, applications, and actual enrollment over the summer to determine if changes to the budget approved by the Board in June are warranted. As for the multi-year budget scenarios, we will continue to evaluate the trajectory of the university's finances on both the short-term (annual) and long-term (three to five years) and make changes to the scenarios based on the most up-to-date information.

Question 5: It is common for large organizations and enterprises to develop a range of forecast scenarios to inform planning: scenarios running the spectrum from pessimistic (worst-case but probable) to optimistic (best-case but probable). At PSU it has become customary to produce but one forecast scenario, the pessimistic one. Our conversations and our decision-making would be much enriched by having in view a range of probable futures that incorporate important data that gets excluded when an organization works with only one forecast scenario. For instance, on the revenue, reserves, enrollment and political fronts, which are key variables impacting our financial health, there are significant pieces of data that would lead to optimistic and in-between scenarios for 2021-24. Is there a reason FADM cannot begin the practice of developing at least three forecast scenarios: pessimistic, optimistic, and moderate? Can FADM commit to begin this year with the practice of producing the three forecast scenarios?

Response:

The enrollment forecasts are generated by the Office of Institutional Research & Planning with input from Enrollment Management, Graduate Studies and Academic Affairs. We have looked at upper bound, lower-bound and the most likely enrollment scenario and have presented the information in a variety of different formats. Generally speaking the enrollment forecasts that have presented over the last several years have been more optimistic than what was ultimately realized. Finance & Administration uses the enrollment forecasts to create revenue forecasts. We also provide the Finance & Administration Committee of the Board of Trustees with multiple scenarios at the start of budget planning. Once we get closer to tuition setting, we hone in on the most likely scenario but we continue to plan around variances to that.

I work with students all day as an adviser. Throughout the past year, I have been hearing from students who have decided to stop out due to covid, and/or not liking remote classes, etc. They often report that they plan to return to PSU once we can resume in person classes. With this in mind, is it possible that this financial crisis is temporary, and that we will be back on track (mostly) once most of the campus is vaccinated and can come back?

Response:

The primary reason for the projected enrollment declines is because new student enrollments have been declining relatively precipitously for the last two enrollment cycles. What you describe is related to our retention/persistence of current students, which is also declining but not as significantly. It's possible that what you say is correct, but it's unlikely to be at such a magnitude that it will reverse the trends. We'd actually need to see a significant increase in retention rates - not just a return to normal rates - for it to have an impact.

Presidential Fellows Report

January 2021

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INTRODUCTION

Since the 2010 Census, Oregon's Asian American population has grown by 42.3% and its Pacific Islander population has grown by 57.3%, making these groups the fastest growing in the state (US Census Bureau, 2019; US Census Bureau, 2020a). In the Portland metropolitan area, these populations experienced a growth of 42.1% and 64.7%, respectively (US Census Bureau, 2019; US Census Bureau, 2020a). Although Asian Americans and Pacific Islanders (AAPIs) are often lumped together as a monolith, they differ from each other in ethnicity and also culture, politics, socioeconomic status, language, religion, immigration status, and migration and colonization histories. Given the history of anti-Asian exclusion laws in the US and the colonization of the Pacific Islands, AAPIs are often invisible in the US cultural, social, and political landscapes. Furthermore, the racist stereotype of the model minority — successfully assimilated, high-achieving, and upwardly mobile — erases the heterogeneity of AAPIs and their long history of racism. More recently, racist phrases associated with the COVID-19 pandemic have fueled anti-AAPI racism and xenophobia.

As an anchor institution, Portland State University aims to provide all Oregonians with an opportunity to pursue a college education in an environment that promotes access, inclusion, and equity as its pillars of excellence. With its proximity to organizations that serve AAPIs, such as APANO (Asian Pacific American Network of Oregon), Asian Health & Services Center, and Asian Family Center, Portland State has an enormous opportunity to meet the higher education needs and aspirations of AAPIs, especially among those who live in the Portland metropolitan area where much of their population growth has been concentrated. In order to attract, retain, and graduate AAPI students, Portland State must distinguish itself as an institution that values equity in higher education and is inclusive of all students, including those who identify as AAPI.

The needs of AAPI students at PSU, however, have long been overlooked and misunderstood. Although more than 13% of undergraduate and about 8% of graduate students identify as AAPI, Portland State still does not have an AAPI Studies Program despite almost a decade of activism led by students with support from faculty and staff. Recently reported findings from Students First, a campus-wide initiative focused on student success, are also troubling. Compared with other racial groups, Pacific Islander students have among the lowest retention and graduation rates. And the 2020 Student Experience Survey (Loper & Garrity, 2020) shows that, compared to their peers, Asian American students experience greater challenges related to academic support, commuting to campus, and emotional or mental health. Cultural representation among faculty and staff on college campuses is critical for reducing the negative effects caused by racist stereotypes such as the “model minority” and “forever foreigner” and to

increase a sense of belonging (Yeh, 2004; Poon et al., 2016). Yet the number of AAPI faculty and staff at PSU has not kept pace with the increasing numbers of AAPI students.

This report presents three priority actions that Portland State can take towards fulfilling its commitment to ensuring that all of their students, including those who identify as AAPI, have the opportunity and support they need to experience the transformative power of a college education.

ACTION 1: Establish an Asian American and Pacific Islander Studies Program in the School of Gender, Race and Nations by the 2022 Fall term.

ACTION 2: Collect disaggregated and nuanced data to better understand the experiences and challenges faced by Asian American and Pacific Islander students at Portland State.

ACTION 3: Establish policies and practices to retain, recognize, and reward Asian American and Pacific Islander faculty and staff whose efforts help to enable the University to deliver on its access mission.

It is imperative to recognize that AAPI students, faculty, and staff laid the groundwork for these actions through their activism over the past decade and that the recommendations made by the [Task Force for Asian American, Asian, and Pacific Islander Student Success in Spring 2017](#) provided the framework. In Fall 2020, President Percy appointed two Presidential Fellows to develop an action plan for the Task Force recommendations. That term, the Fellows reviewed institutional documents, interviewed current and former AAPI employees, facilitated two listening sessions with AAPI faculty and staff, and met with faculty and staff across campus to prioritize the Task Force recommendations, and develop a plan for their implementation.

President Percy has publicly expressed his commitment to the goal of eliminating all forms of racism and discrimination. He acknowledged that many students, faculty, and staff had already spent considerable time and energy in anti-racist work only to see their efforts fall flat. “*We are creating a huge injustice if we let that happen again, and we can’t do that,*” he said in his address at the 2020 PSU Racial Equity Summit. The implementation of these actions are critical first steps towards healing in the AAPI community, which has long been invisible at PSU.

ACTION 1: Establish an Asian American and Pacific Islander Studies Program in the School of Gender, Race and Nations by the 2022 Fall term.

The persistent invisibility of AAPI students at PSU is reflected in the continued absence of an AAPI Studies Program in the School of Gender, Race and Nations (SGRN), despite almost a decade of activism led by students, and supported by faculty and staff. Students who identify as AAPI now make up more than 13% of our undergraduate population, and about 8% of our graduate population. With only a few courses in Asian American Studies, and none in Pacific Islander Studies, Portland State has failed to deliver culturally responsive pedagogy for its AAPI students and to introduce all students to AAPI communities and issues as part of critical conversations about race. This absence ignores and minimizes the unique challenges and struggles of AAPIs and the important contributions they have made throughout history to the development of Oregon and the United States.

As Portland State works to address institutional racism and inequity, the conspicuous absence of AAPI Studies in the SGRN — formed in 2013 to “better understand and advocate for historically under-served populations crucial to Oregon’s success” — stands in direct opposition to PSU’s mission to promote diversity, equity, and inclusion. Critical Ethnic Studies is a field of study that emphasizes the separate and interdependent processes of racialization, as well as the coalitions and solidarities necessary to dismantle white supremacy and settler colonialism.

An AAPI Studies Program at Portland State will enable our students to connect the antiracist and decolonial projects of Black Lives Matter and indigenous people’s movements to the struggles for immigrant and refugee rights, the xenophobia directed at such communities, and the threats to their livelihoods and wellbeing. It will foster an intellectual environment in which students think relationally about how racialization and racism impact AAPIs and positions them against Black Americans, Latinx Americans, and Indigenous populations.

In conceptualizing a future PSU that is inclusive, it is especially critical to center Pacific Islander experiences, and to highlight how they differ from Asian American experiences. Pacific Islanders encompass many island nations, and the persistent invisibility of Pacific Islanders on campus and in our curriculum reflect how histories of colonization and militarization collide, intersect, and overlap with histories of migration.

In order to establish and sustain an AAPI Studies Program at PSU, start-up funds as well and ongoing institutional investment are needed. As first steps towards meeting the curricular needs of AAPI students, the Office of Academic Affairs should:

- Create a committee by the end of the 2021 Spring term to develop the AAPI Studies Program infrastructure. The committee should be composed of up to 10 individuals who are faculty, staff, students, or community members. Committee members should receive course-buyouts or stipends commensurate with their committee responsibilities.
- Hire two new faculty members dedicated to the AAPI Studies Program. Given the historical imbalance between Asian American Studies and Pacific Islander Studies, the Program Director should be a tenured full professor whose scholarship and teaching focus on Pacific Islander Studies. The second position should be a tenure-track faculty member whose scholarship and teaching focus on Asian American Studies.
- Provide stipends for 10 faculty to participate in a summer workshop to develop new or revise existing courses that could be offered as part of the AAPI Studies curriculum. The workshops should be facilitated by faculty with research expertise in AAPI and Critical Ethnic Studies. The workshops and compensation for faculty participants and facilitators should be modeled after the proposed Race and Ethnic Studies Requirement.
- Provide the committee with a \$30,000 budget to market the program and offer public lectures, readings, and other events focused on AAPI experiences.

ACTION 2: Collect disaggregated and nuanced data to better understand the experiences and challenges faced by Asian American and Pacific Islander students at Portland State.

The “model minority” is a racist stereotype that defines all AAPIs as successfully assimilated, hardworking, and upwardly mobile (Poon et al., 2016). It is used to erase the reality and heterogeneity of AAPIs, and to pit AAPIs against other racial/ethnic groups. The model minority myth persists, in part, because of the lack of disaggregated and nuanced data. Although Asian Americans and Pacific Islanders are federally recognized as two separate racial group categories, both are highly diverse. The Census Bureau defines Asian as a person with “origins in any of the original people of the Far East, Southeast Asian, or the Indian subcontinent, including for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam” and Pacific Islander as a person with “origins in any of the original peoples of Hawaii, Guam, Tonga, Samoa, Fiji, New Zealand and the Marshalls or other Pacific Islands” (US Census Bureau, 2000b).

In higher education, aggregated data obscures important differences in the educational experiences and outcomes between AAPI sub-groups (Teranishi et al., 2019). Disaggregated data on educational attainment, for example, reveal significant differences between sub-groups. Research conducted in the state of Washington by the National Commission on Asian American and Pacific Islander Research in Education showed that Asian Indians, Chinese, Japanese, and Koreans earned a bachelor's degree at higher rates than the statewide average (32.1%) while the educational attainment of other groups, including Cambodian, Filipino, Hmong, Laotian, Vietnamese, Native Hawaiian, Guamanian/Chamorro, and Samoan were lower than the statewide average and in some cases, more than 15 percent lower (Nguyen et al., 2015). Socioeconomic status and patterns of migration from Asia to the United States are among the factors that contribute to differences in educational attainment among Asian Americans (Teranishi et al., 2013). For Pacific Islanders, sense of belonging, type of high school, and citizenship and residency status, which determines access to financial aid, all impacts access, persistence, and graduation (Teranishi et al., 2019).

Pacific Islander students¹ at PSU have among the lowest retention and graduation rates of all full-time undergraduate students (see Appendix). Among those entering in Fall 2013 who were full-time first-time students (n=9), 55.6% (n=5) returned to PSU after their first year. Only 33.3% (n=3) of this cohort graduated within six years compared to the 48.8% graduation rate of all full-time first-time students (n=1,543). Pacific Islander students who transferred to PSU (n=20) fared better than their full-time first-time counterparts with 50.0% (n=10) graduating within six years. However, the six-year graduation rate for Pacific Islander transfer students is still well below the 63.7% rate for all full-time transfer students in the Fall 2013 cohort (n=2,316). Both first-time and transfer Pacific Islander students experience a 13-14% gap in graduation rates compared to their peers.

Among full-time first-time Asian American² students entering PSU in Fall 2013 (n=179), 81.0% returned to PSU for their second year (n=145) and 57.8% (n=107) graduated within six years. For the Fall 2013 full-time transfer population (n=114), 71.9% returned to PSU for their second year (n=82) and 65.8% (n=75) graduated within six years. While these numbers are relatively encouraging, it is important to note that, as illustrated in Appendix I, PSU lost 33-36% of first-time and transfer Asian students during this time.

¹ Based on students who self-identify as Pacific Islander only on their admissions applications; does not include students who self-identify as more than one race or ethnicity.

² Based on students who self-identify as Asian only on their admissions applications; does not include students who self-identify as more than one race or ethnicity.

Although Asian American students at PSU have higher retention and graduation rates than students in other race/ethnic groups, data from the Student Experience Survey (Loper & Garrity, 2020) conducted in Spring 2020 suggests that they are less satisfied with their experience than other students. Asian American respondents reported more challenges related to academic coaching or tutoring, felt less able to express themselves in the community, and felt less welcomed at PSU than their peers. Asian American respondents also reported greater personal challenges, specifically with commuting to campus and emotional or mental health. The disconnect between retention and graduation rates and student experiences is consistent with previous studies (Panelo, 2010) and reflects the critical need for more nuanced demographic data to expose the opportunity gaps of these students.

Race/ethnicity data at PSU is collected through the admissions application, which gives Asian American and Pacific Islanders each only one option (i.e., Asian and Native Hawaiian or Other Pacific Islander) to describe their Asian and Pacific Islander backgrounds. This practice erases the heterogeneity of these groups. Moreover, when these data are used to make important decisions about recruiting students to Portland State and supporting their academic success, the educational needs of underrepresented and disadvantaged AAPIs may be misunderstood or overlooked. To more accurately capture the AAPI student population at Portland State, AAPI subgroups should be added to the admissions application.

The call to disaggregate data about AAPI students is consistent with recommendations made by the PSU Task Force for Asian American, Asian and Pacific Islander Student Success in 2017 and other universities. Public colleges and universities in Washington (Teranishi et al., 2015) and California (The Campaign for College Opportunity, 2015) have been collecting disaggregated data by ethnic groups for more than a decade as a key strategy for meeting the diverse needs of their students.

Disaggregated data can be a powerful tool for addressing racial equity. In addition to raising awareness about the educational needs of AAPI students, it can be used to more effectively address student success by targeting limited resources where they are most needed.

As first steps to understanding the experiences of and challenges faced by AAPI students, the Office of Global Diversity & Inclusion should:

- Form a workgroup to determine the most appropriate procedures for collecting and reporting AAPI subgroup data and to develop an implementation plan. The workgroup should complete its activities by the end of the 2021 Spring term.
- Hire a Pacific Islander employee in Spring 2021 to conduct focus groups with Pacific Islander students to identify the resources and support they need to successfully complete their degrees at PSU. Focus group findings should be used to develop new student success programs for Pacific Islander students.

ACTION 3: Establish policies and practices to retain, recognize, and reward Asian American and Pacific Islander faculty and staff whose efforts help to enable the University to deliver on its access mission.

Although racial/ethnic diversity has increased among faculty at Portland State, it does not reflect the diversity of the student population. In 2019, 36.3% (n=7,595) of undergraduate students and 21.7% (n=1,103) of graduate students identified themselves as Black, Hispanic/Latino, Multiple Ethnicity/Race, Native American, Asian American, or Pacific Islander compared to 21.5% (n=379) of all faculty. This imbalance extends to AAPI faculty and staff. Although AAPI students make up more than 13% of undergraduate and about 8% of graduate students at Portland State, only 10.5% (n=186) of all faculty identify as AAPI.

Among academic professionals, which includes staff who provide critical student support services, such as advising, counseling, and programming, only 11.8% (n=40) identify as AAPI. Consistent with patterns in higher education broadly (Prinster & Prinster, 2016; Pritchard & McChesney, 2018)), there is a dearth of AAPIs in senior-level positions at Portland State. Of the University's 109 administrative positions, only 6.4% (n=7) are held by AAPIs. Of these seven positions, two are held by Pacific Islanders.

Numerous studies have shown that meaningful relationships with faculty are associated with college student success (Lundberg & Schreiner, 2004). According to Kim et al. (2009), however, AAPI students are less likely to have high-quality relationships with faculty than their students from other racial/ethnic groups. Trust, comfort, and cultural connection with faculty and staff are crucial considerations for AAPI students (Hwang et al, n.d.). In order for AAPI students to thrive at PSU and reduce the impact of negative stereotypes, we need far greater numbers of AAPI faculty who can understand the rich cultural background of AAPI students and support them holistically.

As stated in the PSU Diversity Action Council (DAC) Committee on Recruitment and Retention of Diverse Faculty report submitted to President Percy in June, 2020, “a commitment to (1) improving faculty searches so that they attract a more diverse candidate pool and lead to greater diversity in hiring, and (2) creating a campus climate and support structures that allow diverse faculty to thrive on our campus so that we can retain a more diverse faculty, is both a legal obligation and a moral imperative.”

Retention among AAPI faculty and staff is a concern. Significantly, since the Task Force for Asian American, Asian and Pacific Islander Student Success completed its work in 2017, four of seven members in student-facing staff positions have since left Portland State. Lack of upward mobility and associated salary compression, lack of cultural fit, and outside opportunities better suited to their strengths were among their reasons for leaving.

Current and former AAPI faculty and staff, indicated during interviews and listening sessions that oftentimes they feel a responsibility and obligation to support AAPI and other BIPOC students and communities, and that they are frequently asked to take on above-level service work to represent diversity for the university. This work receives little recognition, adds an unfair burden to their workloads, takes time and energy away from other critical tasks, and ultimately leads to burnout. When faculty are engaging in diversity-related work on behalf of the University, they have less time for activities that are valued by the University in the promotion and tenure process: writing grants, conducting research, and publishing their work. In October 2020, the PSU Faculty Senate moved to appoint an [Ad Hoc Committee to craft language on Diversity, Equity, and Inclusion for the University Promotion and Tenure Guidelines](#). This development is encouraging.

AAPI faculty and staff also expressed feeling isolated at Portland State, and described experiences with racial microaggression and overt discrimination. These experiences — responsibility to achieve institutional diversity, equity and inclusion goals, racism, isolation, promotion inequities — have been described in the literature as the “minority tax” or the “cultural tax” (Rodriguez et al., 2015). Foreign-born faculty, especially those who have recently immigrated to the United States face additional challenges that can negatively impact job satisfaction, including the navigation of visas and negotiating the ins-and-outs of teaching in a U.S. American classroom (Hereto, 2016). The lack of mentors to help navigate the promotion and tenure process exacerbate feelings of isolation among AAPI faculty and a sense that in order to succeed at Portland State — an institution that centers whiteness — they need to change their values.

At the same time that AAPI faculty and staff are asked to represent diversity for the university, their racialized experiences are often erased or dismissed in conversations about racial equity. They expressed that they are viewed as over-represented and

privileged, like white people, and thus rendered invisible. As a result, instances of anti-Asian discrimination are often ignored or dismissed. Furthermore, they expressed frustration that they only “count as minorities when it is convenient and don’t count [as minorities] when it isn’t convenient.” For example, AAPI faculty have been told by their supervisors that they are ineligible for supplemental funds for BIPOC faculty from Global Diversity and Inclusion. As described by a former faculty member in a [peer-reviewed publication](#) about her time at PSU, such hostile work environments lead to discouragement, disengagement, and eventually resignation (Duncan, 2014).

As first steps in retaining, recognizing, and rewarding AAPI faculty and staff whose efforts help to enable the University to deliver on its access mission, the Office of Global Diversity and Inclusion should:

- Provide AAPI faculty and staff with formal mentoring and leadership development opportunities to support their career progression and ensure representation of AAPIs in senior-level positions.
- Create a job description for the [University’s Affinity Groups & Employee Resource Groups](#) (APERG) (co)chairs that includes compensation that reflects the skill, knowledge, and value they bring to the University. These groups are critical in the retention of diverse faculty and staff and (co)chairs, who organize their respective AGERGs, have been leading these groups on a voluntary basis.
- Encourage supervisors of Academic Professionals to update job descriptions to accurately reflect the percentage of time that employees dedicate to committee service and activities (e.g., serving as adviser to student groups) so that their service becomes part of their annual reviews and used to determine merit increases.
- Develop an on-line training to educate Portland State University employees at all levels about the model minority myth and how it harms all BIPOC students and employees by fostering structural and institutional racism.

CONCLUSION

In order to live up to its diversity, equity, and inclusion values, Portland State must address the longstanding inequities experienced by BIPOC students, faculty, and staff. The Task Force for Asian-American, Asian, and Pacific Islander Student Success submitted their recommendations to the University in 2017. Disappointingly, the report was shelved for more than three years. At this moment of racial reckoning, the AAPI community trusts that PSU recognizes the urgency with which the three actions described in this report should be implemented.

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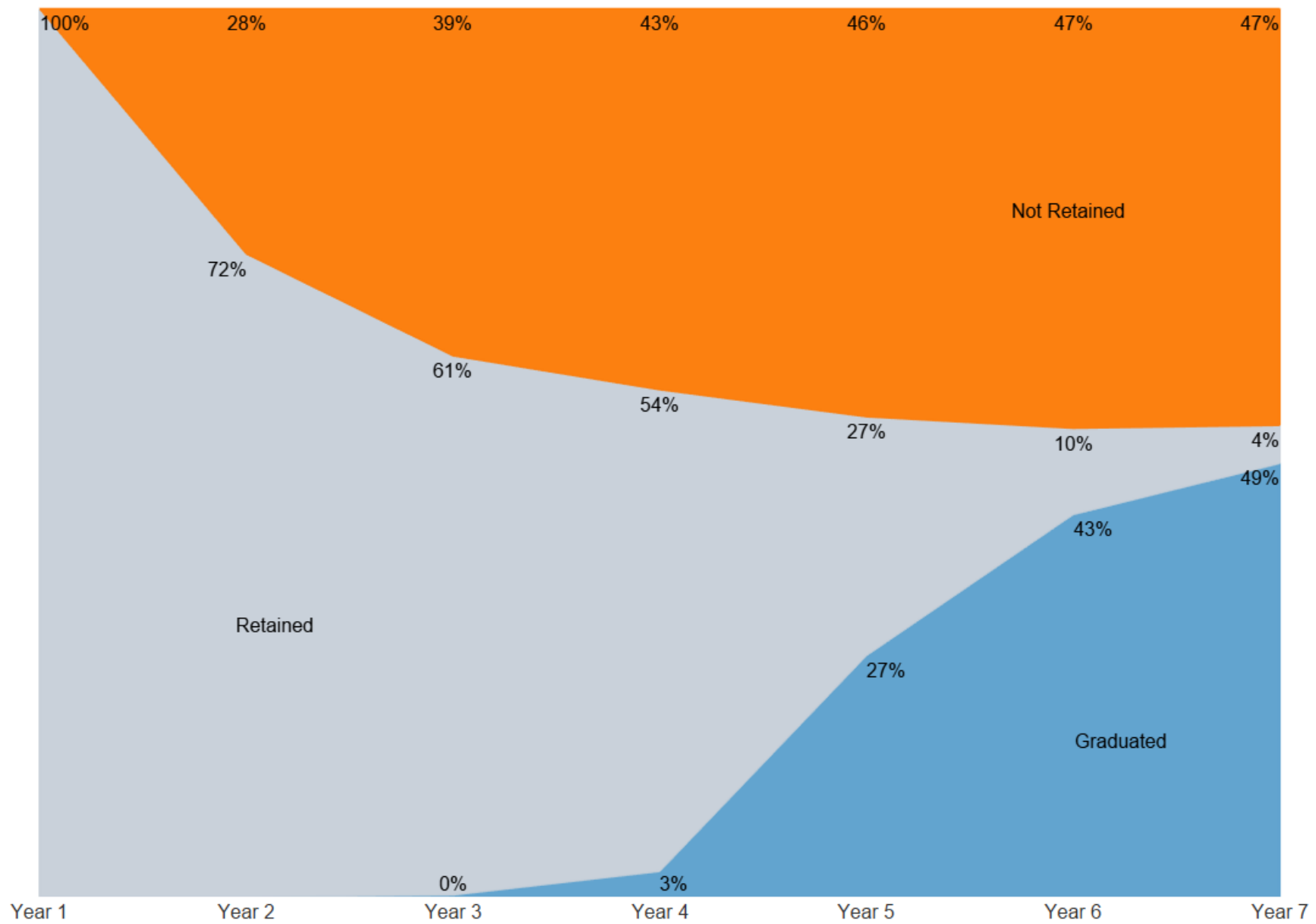
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Yeh, T.L. (2004). Issues of college persistence between Asian and Asian Pacific American students. *Journal of College Student Retention*, 6(1), 81-96.

APPENDIX

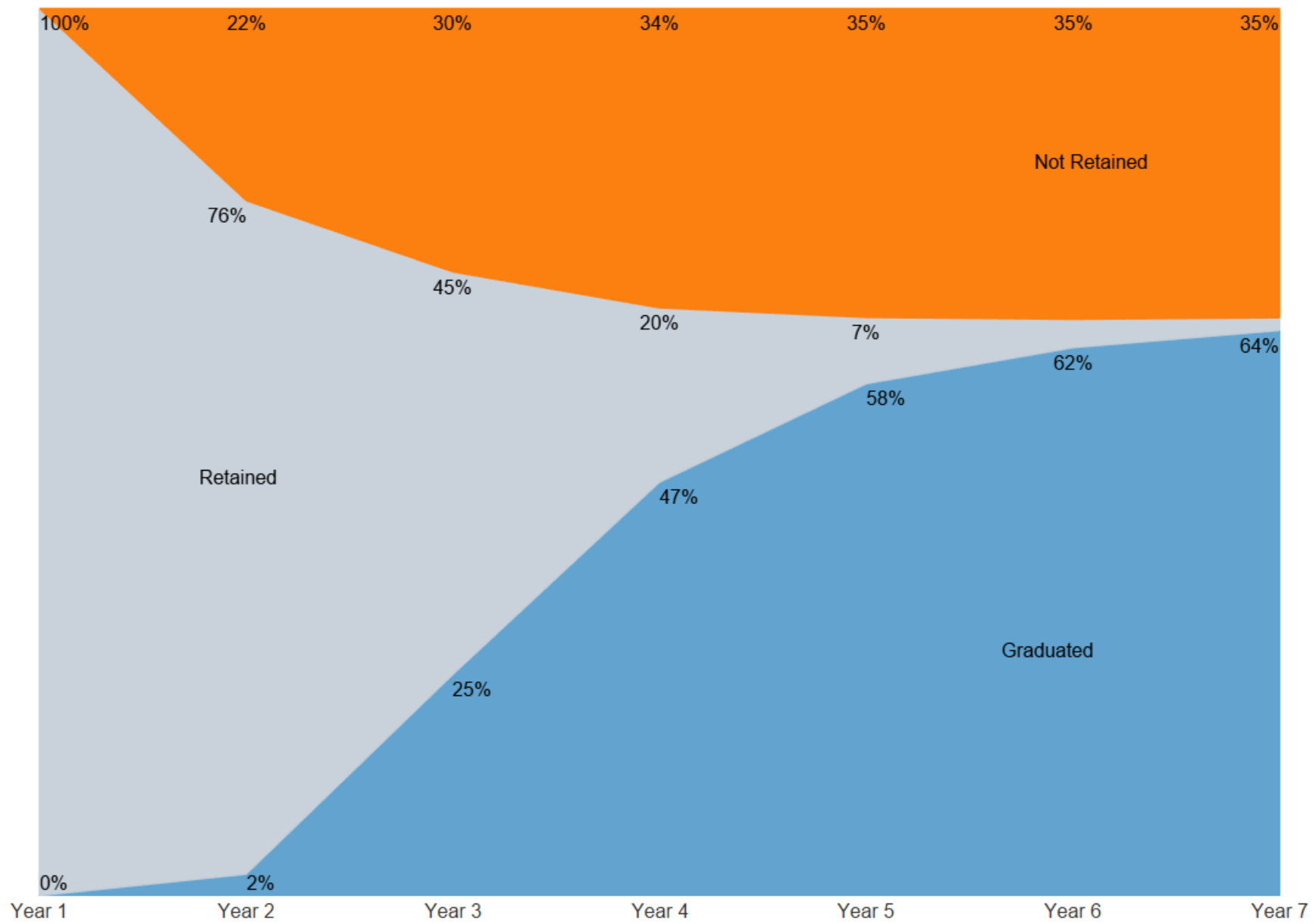
Retention, graduation, and non-enrollment over a seven-year time span, Fall 2013 cohort of Full-Time First-Time Undergraduate Students

Years from Entry	Fall Term	Number Students Retained	Percent Students Retained	Number Students Graduated	Percent Students Graduated	Number Students Not Retained	Percent Students Not Retained	Total Number Students	Total Percent Students
Year 1	2013	1,543	100.00%	0	0.00%	0	0.00%	1,543	100.00%
Year 2	2014	1,117	72.40%	0	0.00%	426	27.60%	1,543	100.00%
Year 3	2015	937	60.70%	3	0.20%	603	39.10%	1,543	100.00%
Year 4	2016	837	54.20%	44	2.90%	662	42.90%	1,543	100.00%
Year 5	2017	415	26.90%	419	27.20%	709	45.90%	1,543	100.00%
Year 6	2018	150	9.70%	664	43.00%	729	47.20%	1,543	100.00%
Year 7	2019	66	4.30%	753	48.80%	724	46.90%	1,543	100.00%



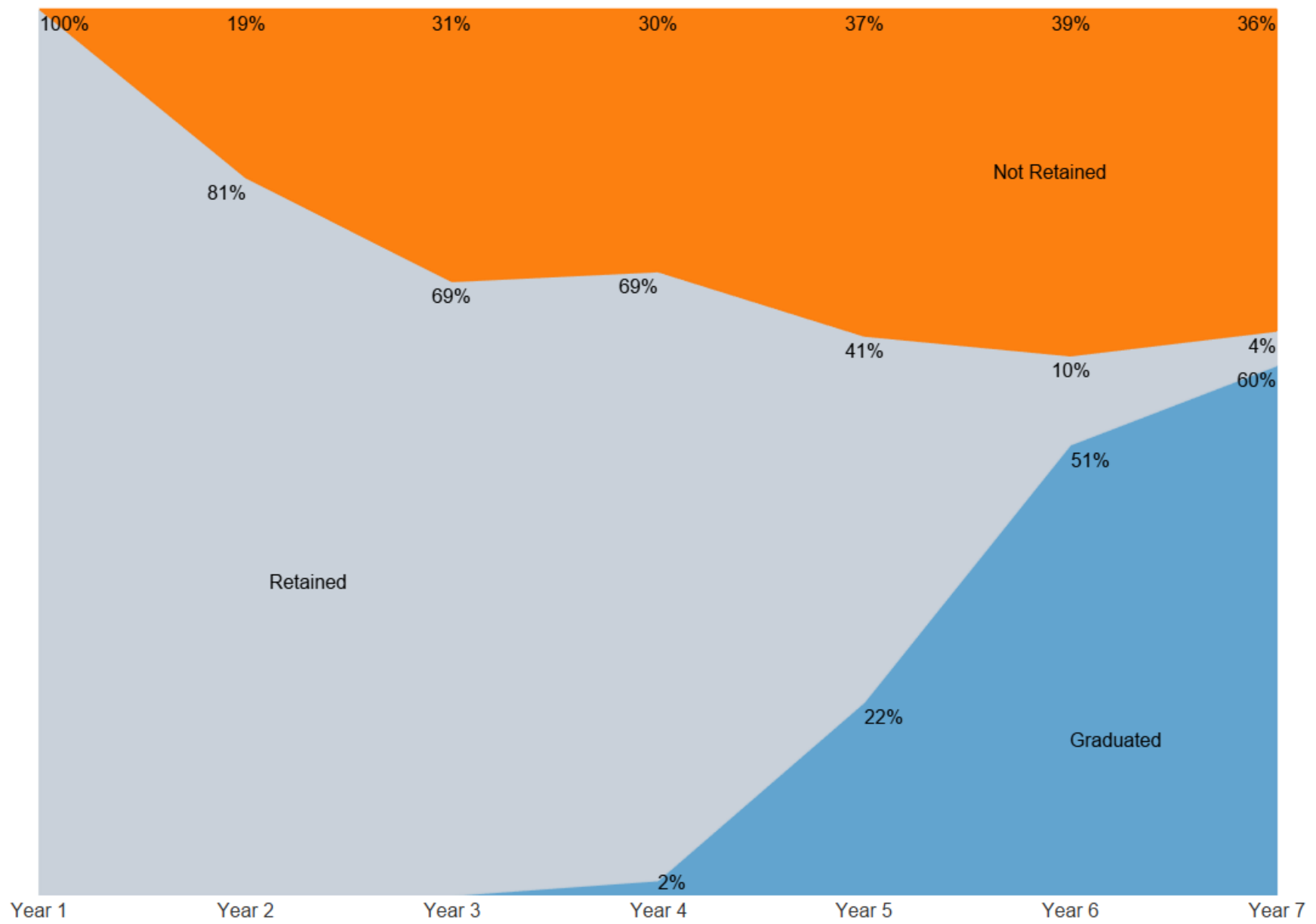
Retention, graduation, and non-enrollment over a seven-year time span, Fall 2013 cohort of Full-Time Transfer Undergraduate Students

Years from Entry	Fall Term	Number Students Retained	Percent Students Retained	Number Students Graduated	Percent Students Graduated	Number Students Not Retained	Percent Students Not Retained	Total Number Students	Total Percent Students
Year 1	2013	2,315	100.00%	1	0.00%	0	0.00%	2,316	100.00%
Year 2	2014	1,758	75.90%	57	2.50%	501	21.60%	2,316	100.00%
Year 3	2015	1051	45.40%	578	25.00%	687	29.70%	2,316	100.00%
Year 4	2016	455	19.60%	1080	46.60%	781	33.70%	2,316	100.00%
Year 5	2017	173	7.50%	1337	57.70%	806	34.80%	2,316	100.00%
Year 6	2018	74	3.20%	1431	61.80%	811	35.00%	2,316	100.00%
Year 7	2019	33	1.40%	1476	63.70%	807	34.80%	2,316	100.00%



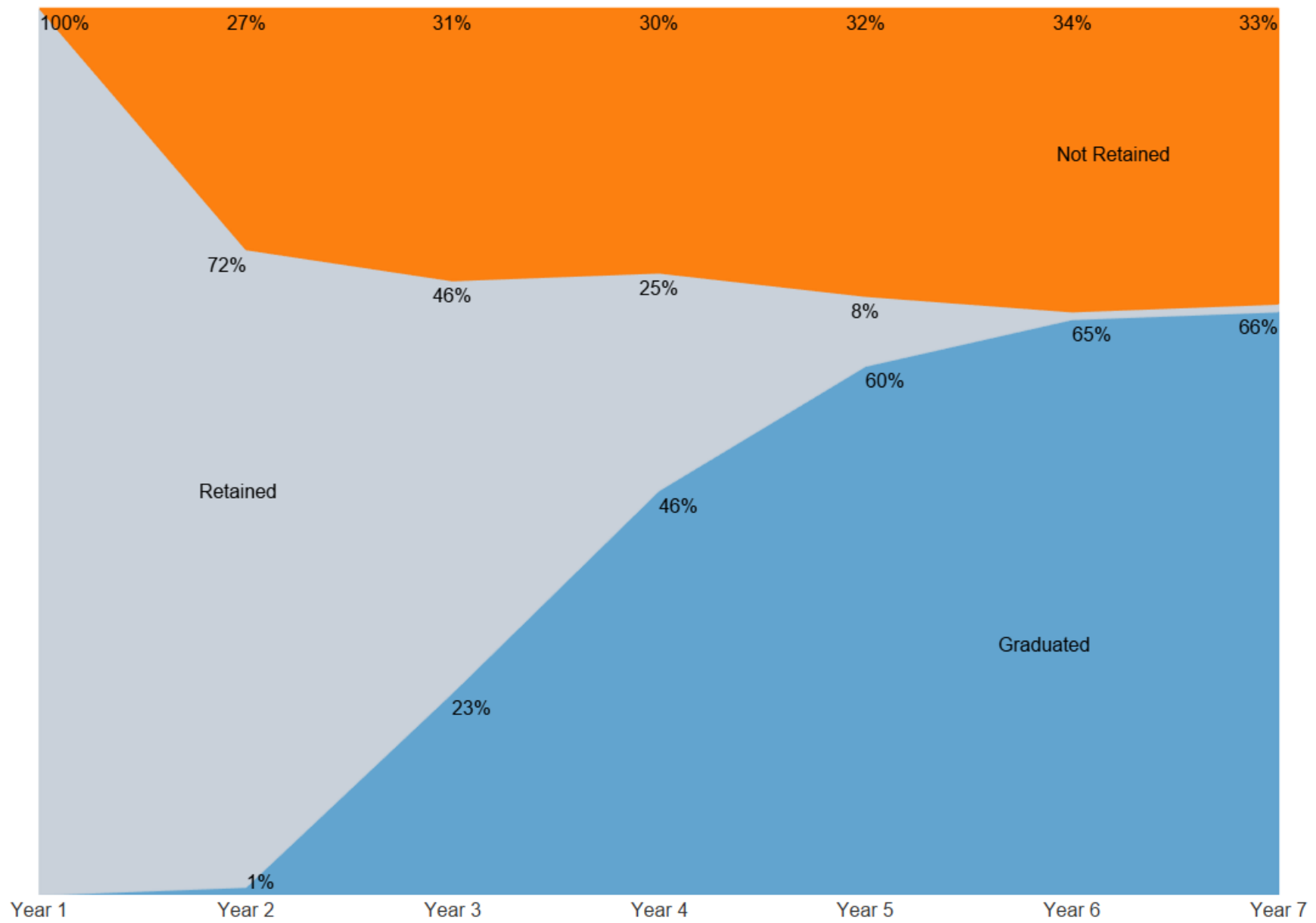
Retention, graduation, and non-enrollment over a seven-year time span, Fall 2013 cohort of Full-Time First-Time Asian Undergraduate Students

Years from Entry	Fall Term	Number Students Retained	Percent Students Retained	Number Students Graduated	Percent Students Graduated	Number Students Not Retained	Percent Students Not Retained	Total Number Students	Total Percent Students
Year 1	2013	179	100.00%	0	0.00%	0	0.00%	179	100.00%
Year 2	2014	145	81.00%	0	0.00%	34	19.00%	179	100.00%
Year 3	2015	124	69.30%	0	0.00%	55	30.70%	179	100.00%
Year 4	2016	123	68.70%	3	1.70%	53	29.60%	179	100.00%
Year 5	2017	74	41.30%	39	21.80%	66	36.90%	179	100.00%
Year 6	2018	18	10.10%	91	50.80%	70	39.10%	179	100.00%
Year 7	2019	7	3.90%	107	59.80%	65	36.30%	179	100.00%



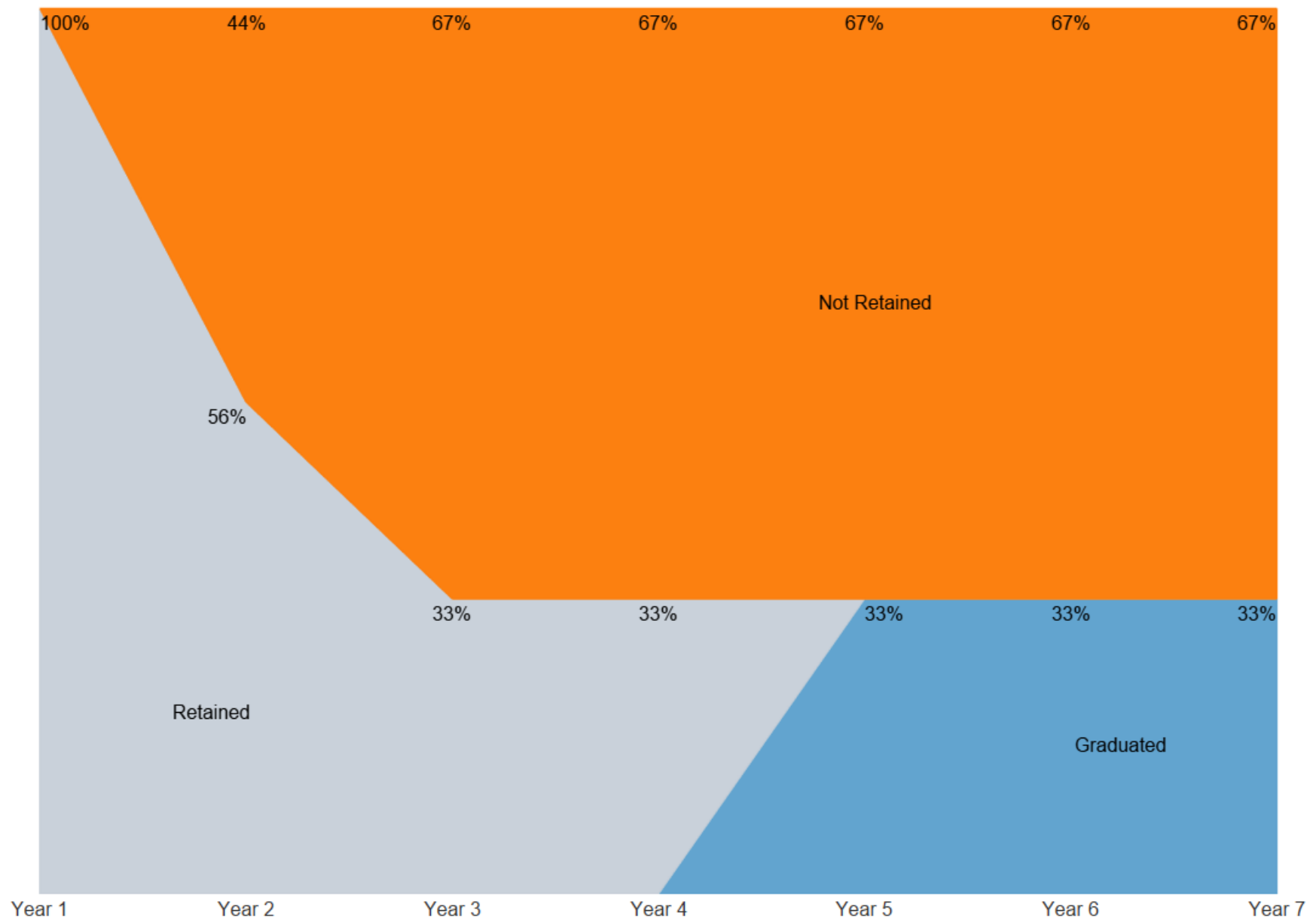
Retention, graduation, and non-enrollment over a seven-year time span, Fall 2013 cohort of Full-Time Transfer Asian Undergraduate Students

Years from Entry	Fall Term	Number Students Retained	Percent Students Retained	Number Students Graduated	Percent Students Graduated	Number Students Not Retained	Percent Students Not Retained	Total Number Students	Total Percent Students
Year 1	2013	114	100.00%	0	0.00%	0	0.00%	114	100.00%
Year 2	2014	82	71.90%	1	0.90%	31	27.20%	114	100.00%
Year 3	2015	53	46.50%	26	22.80%	35	30.70%	114	100.00%
Year 4	2016	28	24.60%	52	45.60%	34	29.80%	114	100.00%
Year 5	2017	9	7.90%	68	59.60%	37	32.50%	114	100.00%
Year 6	2018	1	0.90%	74	64.90%	39	34.20%	114	100.00%
Year 7	2019	1	0.90%	75	65.80%	38	33.30%	114	100.00%



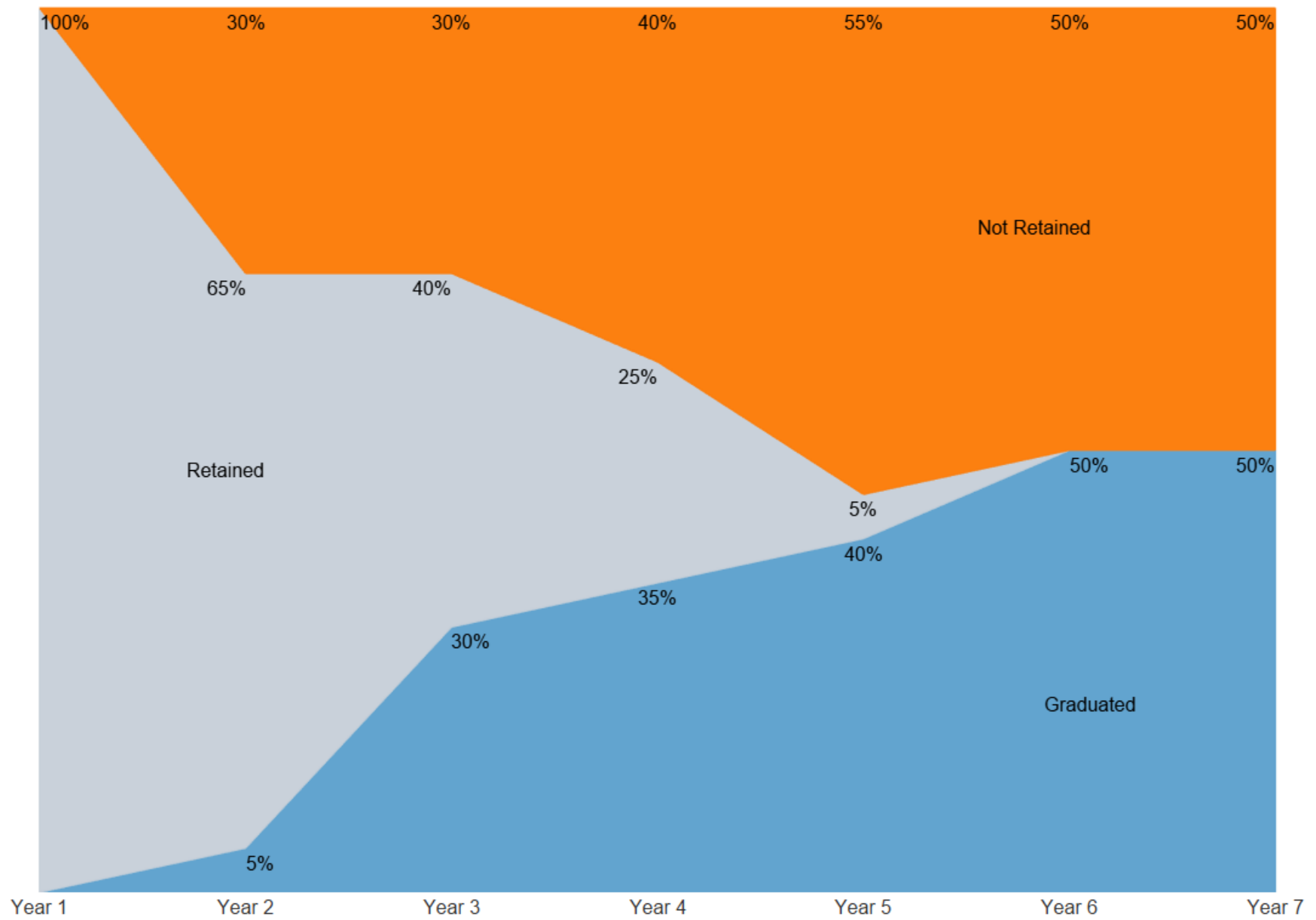
Retention, graduation, and non-enrollment over a seven-year time span, Fall 2013 cohort of Full-Time First-Time Pacific Islander Undergraduate Students

Years from Entry	Fall Term	Number Students Retained	Percent Students Retained	Number Students Graduated	Percent Students Graduated	Number Students Not Retained	Percent Students Not Retained	Total Number Students	Total Percent Students
Year 1	2013	9	100.00%	0	0.00%	0	0.00%	9	100.00%
Year 2	2014	5	55.60%	0	0.00%	4	44.40%	9	100.00%
Year 3	2015	3	33.30%	0	0.00%	6	66.70%	9	100.00%
Year 4	2016	3	33.30%	0	0.00%	6	66.70%	9	100.00%
Year 5	2017	0	0.00%	3	33.30%	6	66.70%	9	100.00%
Year 6	2018	0	0.00%	3	33.30%	6	66.70%	9	100.00%
Year 7	2019	0	0.00%	3	33.30%	6	66.70%	9	100.00%



Retention, graduation, and non-enrollment over a seven-year time span, Fall 2013 cohort of Full-Time Transfer Pacific Islander Undergraduate Students

Years from Entry	Fall Term	Number Students Retained	Percent Students Retained	Number Students Graduated	Percent Students Graduated	Number Students Not Retained	Percent Students Not Retained	Total Number Students	Total Percent Students
Year 1	2013	20	100.00%	0	0.00%	0	0.00%	20	100.00%
Year 2	2014	13	65.00%	1	5.00%	6	30.00%	20	100.00%
Year 3	2015	8	40.00%	6	30.00%	6	30.00%	20	100.00%
Year 4	2016	5	25.00%	7	35.00%	8	40.00%	20	100.00%
Year 5	2017	1	5.00%	8	40.00%	11	55.00%	20	100.00%
Year 6	2018	0	0.00%	10	50.00%	10	50.00%	20	100.00%
Year 7	2019	0	0.00%	10	50.00%	10	50.00%	20	100.00%



APRCA Committee Report to Faculty Senate – March 2021

Committee charge and membership

The charge and membership for the Academic Program Reduction and Curricular Adjustments Committee are listed on the Faculty Senate website on the [APRCA committee webpage](#). Additional information (described below) is linked to the main page.

Committee accomplishments and ongoing tasks

1. Concerns over how budget reductions may affect diversity, equity, and inclusion

- a. Co-facilitators Gamburd and Cunliffe met with OAA committee representative Hopes on January 27th to consider whether APRCA could claim some time at the [Winter Symposium “Time 2 Act: Continuing Action for Just and Equitable PSU.”](#) The APRCA representatives wondered whether we could discuss with the campus community how the upcoming budget reductions may affect our efforts toward social justice on campus. Because programming for the Winter Symposium is being handled through OGDIs’ five task forces, there is no way to include APRCA in the agenda. Hopes suggested that APRCA representatives should meet with the co-Chairs of the OGDIs task force on Leadership and Infrastructure.
- b. Co-facilitator Gamburd and APRCA DEI advocate Gomez met on Feb 3rd with Co-Chairs of the OGDIs Leadership and Infrastructure task force, Deans Lynn and Allen. Faculty members who are concerned with how budget models and processes affect PSU’s DEI goals are encouraged to attend this task force’s break-out group at Winter Symposium, or to raise budget issues in other task forces’ break-out groups. In addition, APRCA will work with the Leadership and Infrastructure task force to solicit input and feedback on applying an equity lens to budget discussions.

2. Partner with the Provost’s Program Reduction Working Group

- a. APRCA is charged to “recommend principles and priorities based on PSU’s values and mission, with an emphasis on applying a Diversity, Equity, and Inclusion lens, and share these with OAA to guide decision-making.”
- b. On February 8th, Cunliffe, Chaille, Wakeland and Estes (the APRCA subcommittee working to craft preliminary principles and priorities) and Gamburd met with Deans Carlson and Wooster, the co-Chairs of the Provost’s Program Reduction Working Group (PPRWG). Discussion focused on how the APRCA committee’s principles and priorities might mesh with the PPRWG’s metrics that “reflect institutional values and priorities.” The APRCA sub-group came away from this conversation with a clearer idea of how our work can contribute in a formative way to budget reduction discussions in OAA.
- c. The Provost has asked the PPRWG to provide metrics by February 15th and report their analysis of units by April 1st. In order for the APRCA contribution to play a roll in upcoming discussions, we submitted our preliminary principles and priorities (attached) to OAA on February 17th.

3. APRCA Principles and priorities

- a. The subcommittee working on principles and priorities crafted a document and circulated it to the full committee for comments and suggestions. The committee discussed the document at its meetings on January 29th and February 12th. The subcommittee incorporated feedback and sent a list of preliminary principles and priorities (attached) to OAA on February 17th.

- b. The committee recognizes that such a list of principles and priorities represents a sort of strategic visioning and planning that should take place at a campus-wide level. The committee will in the near engage the campus in these discussions; preliminary plans include a listening session or sessions and Google forms for soliciting feedback.
- 4. **Website:** A subcommittee (Sager, Gallagher, Gamburd, Reynolds, and Chaille) focusing on website design has crafted the structure and preliminary text for a website through which information about program reduction will be communicated to the campus community and faculty input and feedback will be solicited.
 - a. The website will be linked to the APRCA committee's Faculty Senate webpage at <https://www.pdx.edu/faculty-senate/academic-program-reduction-and-curricular-adjustments-ad-hoc-committee>
- 5. **Special Meeting of the Faculty Senate – Article 22.** Article 22 of the [PSU-AAUP Collective Bargaining Agreement](#) sets forth a process (see sections 3 (a) – (f)) of information-sharing and consultation for circumstances in which the University engages in budget-related layoffs. Included in the process is a presentation of budget-related materials at a meeting of the Faculty Senate. On February 4th, President Percy sent a memo to Faculty Senate Presiding Officer Gamburd invoking Article 22 for program reduction in the Intensive English Language Program (IELP).
 - a. The APRCA committee is charged to “Assist, if requested by OAA or AAUP, in contractually mandated retrenchment hearings arising from elimination of positions.”
 - b. The APRCA Article 22 subcommittee, consisting of Gallagher, Reynolds, and Gamburd, crafted a document entitled “Suggestions for Article 22 Process: Timeline, Meeting Format, Communication” and shared it with OAA, PSU-AAUP, and the President's Office. This document contributed to a formative conversation between Presiding Officer Gamburd, Presiding Officer Elect Reitenauer, and representatives from OAA and the President's Office on February 11th.
 - c. A special Faculty Senate meeting is scheduled for 3:00 – 5:00 PM Monday, March 15th. More information about this meeting will be forthcoming on the APRCA website and through other communication channels.
- 6. **Budget informational sessions**
 - a. The **FADM University Budget Forum** will be held from 2:00 – 4:00 PM on Monday, February 22nd.
 - b. An APRCA subcommittee on budget issues will work with OAA to schedule an **OAA Budget Town Hall meeting** in the near future.

Vision and Guiding Principles of the Academic Program Reductions and Curricular Adjustments

WORKING DRAFT

Vision

To design and follow a process for program reduction and curricular adjustments that demonstrates Portland State's institutional vision of leading the way to a better future by pursuing our shared mission to serve and sustain a vibrant urban region through our dedication to collaborative learning, innovative research, sustainability, and community engagement by educating a diverse community of lifelong learners (<https://www.pdx.edu/portland-state-university-mission>).

A thriving Portland State University offers a relevant education to a diverse range of students, with a focus on values of wellbeing, professionalism, and citizenship. These qualities are fostered by a faculty that is actively engaged in the generation and effective communication of knowledge in partnership with students, administrators, and support staff with the ultimate goal of promoting the evolution and re-imagination of society.

Assertions

This process, at this time, provides an opportunity for Portland State to recommit to the civic mission of public higher education for the public good and it will require bold, reflective, and visionary leadership.

The fulfillment of public higher education's social mission will be achieved through our engagement with, and commitment to, the work and contributions of Portland State students, faculty, and staff.

Institutional redesign must strengthen and align with our curricular priorities and our stated values of access, community engagement, equity, and inclusion; including our commitment to anti-racist and anti-bias pedagogies and research practices.

Equity is co-created by developing trust through transparent collaboration that begins at the outset of a process and the pursuit of equity requires everyone's participation in honest examinations of power and resources within the institution.

Guiding Principles

Guiding Principle 1: Equitable and Meaningful Engagement of All Stakeholders

An equitable process includes instructional, research, and academic professional faculty, undergraduate and graduate students, staff, and community partners. These voices must be diverse and fully representative with equal contribution to the design and implementation of the process. Equitable participation of diverse voices will generate superior options and solutions.

Guiding Principle 2: Focus on Student Access, Learning, and Completion

From improving access to higher education at PSU to the care we provide students on their way to the completion of their degree, all decisions should reflect that student wellbeing is essential to learning. As we contemplate and implement institutional change, we will build on the PSU foundation of high-impact undergraduate liberal education and productive graduate programs to prepare students to be the change makers the future requires.

Guiding Principle 3: Our Work Will Change, Let's Make it for the Better

Precarious working conditions exacerbate precarious student learning conditions. Preserve faculty teaching, student support, and scholarship and research activities that contribute to the PSU mission by supporting faculty in the development of new capacities and prioritizing collaboration and reassignment solutions rather than layoffs.

Guiding Principle 4: Research and Data Informed Decision Making

All institutional qualitative and quantitative data, national research and scholarship, as well as aspirational and best practices should be contextualized and supplemented by timely analysis to inform decision making. Prior to decision making, committees will share data, and the metrics they inform, with the PSU community for feedback in order to make the metrics better.

Guiding Principle 5: Seek Feedback Prior to Decision Making

Everyone should have multiple opportunities to participate throughout the process. Details of proposals and their possible impacts will be communicated to the PSU community throughout the process for discussion and include multiple mechanisms for formative feedback.

Guiding Principle 6: Devote Resources to the Work

Institutional reform is necessary, difficult, and time consuming work. Therefore, contributions to this work will be balanced in-load and recognized in professional evaluations. Establishment of a realistic process timeline is necessary to identify additional resources, such as course buy-outs or funding for summer work.

Guiding Principle 7: Transparent Process and Open Communication with All Stakeholders

The outcomes of this effort will only be as good as the PSU community's support for them; making equitable communication within the system of relationships in which we are all embedded—as faculty, students, staff, community partners, and administrators—essential.

#	Guiding Principles	Priorities	Considerations, Criteria, Qualitative Indicators **
1	An equitable, transparent, respectful process including faculty, students, staff, and community partners, with equitable communication within the system of relationships in which we are embedded. These voices must be diverse and fully representative, with equal contribution to the design and implementation of the process	Identify resources for a proactive re-imagination of PSU. Identify university and community allies and advocates to engage in this collaborative endeavor Identify restructuring models that have worked well at PSU and other universities Solicit input from faculty and unit leadership to identify strategic opportunities to reduce costs While layoffs or forced programmatic changes may become necessary, first collaboratively create shared vision and future needs, then strive to use re-assignments to meet these needs rather than laying off valuable employees	Consider the place of the unit in the overall curriculum (e.g., is the program integrated in the studies of students outside of the program, does it contribute to general education) Consider diversity, equity, and inclusion (e.g., does the program contribute to these goals in a substantive way through courses and research); Consider the place in the community (does the program connect in a meaningful way to partners outside of the university)

#	Guiding Principles	Priorities	Considerations, Criteria, Qualitative Indicators **
2	All decisions should prioritize the student experience, outcomes, and the value of their education as well as their wellbeing and quality of life in the present and the future	<p>Develop a process that is transparent to students and consultative with them</p> <p>Preserve accessibility and flexibility for a diverse range of students</p> <p>Prioritize student success, including post-graduation</p> <p>Forward looking, innovative curriculum</p>	<p>DEI metrics</p> <p>Classes w/alternative access (remote, online...)</p> <p>Support for PT, evening classes...</p> <p>Proportion of new and updated courses</p> <p>Regularity of updates to teaching approach, methods, etc.</p>
3	Equitable participation of diverse voices will generate superior options and solutions.	<p>Create a variety of engagement opportunities to collectively imagine a future PSU</p> <p>Identify opportunities to strengthen community linkages</p> <p>Commit to increasing faculty diversity</p>	--
4.	All interactions and decisions should be informed, not driven, by data that is informed by the broader context and supplemented by qualitative & quantitative analysis	<p>Get and use appropriate data, resisting the temptation to rely on gut instincts</p> <p>Make all data, algorithms, and decision rules available for public review and feedback</p>	--

#	Guiding Principles	Priorities	Considerations, Criteria, Qualitative Indicators **
5	In addition to quantitative measures related to students, SCH, budget, etc., qualitative information must also be determined in a fair, balanced, and objective fashion to help assess how units support PSU's external ranking, reputation, unique-ness, distinctiveness, and resilience	<p>Post graduation student success (develop in consultation with appropriate constituents how to measure student experience beyond traditional quantitative measures for current and future use)</p> <p>Faculty scholarly contribution</p> <p>Community outreach, as appropriate</p> <p>Research, as appropriate to field/discipline</p> <p>Relevance to urgent societal needs</p> <p>External demand for subjects & methods being taught</p>	<p>Timely job placement of graduates</p> <p>Fraction of grads employed in jobs that utilize their education</p> <p>Faculty scholarly contributions relative to what is typical for their field / subject</p> <p>Awards for scholarship, service, artistic achievement, policy influence,...</p> <p>External rankings or other recognition</p> <p>Degree to which subjects & methods address local, regional or global societal needs</p> <p>Meeting requests from potential employers</p> <p>Acknowledgment in local, regional, and national reviews</p>
6	As we contemplate and implement change, maintain/strengthen the core PSU mission of a well-rounded and diverse liberal education	<p>Critical thinking, literacy & numeracy, equity & social justice, civic & ethical responsibility</p> <p>Strive to provide students the same opportunities available to those at elite schools: arts, humanities, culture</p>	<p>At unit level, courses being listed in other units as required or as recommended electives</p> <p>Provision of courses that are required for one or multiple degrees</p>
7	Preserve/strengthen faculty research and scholarship	<p>Maintain a healthy balance of tenure track, fixed term, and adjunct faculty</p> <p>Maintain and further invest in high quality disciplinary and interdisciplinary grad programs</p>	--

** Qualitative indicators are draft only and should be developed with the full diversity of faculty, and ways of knowing, and definition of credible evidence across campus.

ARC-UCC Joint Task Force on BA/BS Requirements Report

Submitted to Faculty Senate Steering Committee February 2021

Members: Suwako Watanabe (WLL, chair ARC) Nick Matlick (RO), Becki Ingersoll (ACS), Belinda Zeidler (SPH), Cindy Baccar (RO), Peter Chaille (PA), Andreen Morris (OAA), Michele Gamburd (ANTH, Senate PO)

In response to the report prepared by the Faculty Senate Ad Hoc Summer Research on Academic Program Examination / Reorganization, in October 2020, Faculty Senate charged a joint task force of the Academic Requirements Committee (ARC) and University Curriculum Committee (UCC) with the following:

1. Evaluate the BA/BS requirements for curricular inefficiencies and recommend ways to streamline them
2. [Optional] Evaluate the General Education requirements for areas in which they could be streamlined, tightened up, and made more user-friendly, especially for transfer students

1. Survey on BA/BS Degree Requirements

In order to review the curricular efficiencies and legibility of the BA/BS requirements, the committee administered a survey to obtain input on the issues in meeting the degree requirements and opinions about integral part of the degree requirements from the advising community (primarily professional and faculty advisors) and department chairs. The survey asked the respondents to (1) report issues that students frequently face in meeting the BA or BS degree requirements, (2) share their thoughts on what requirements should not be altered, and (3) write any other issues in general.

Summary of the Survey Results

The survey results confirmed some of the issues meeting the degree requirements that had been initially perceived by the task force members. The issues frequently reported in the survey are associated with meeting the following degree requirements:

- (1) Second Language Admission Requirements (often referred to as SLAD, Second Language Admission Deficiency)

- (2) 4 credits of Fine and Performing Arts (FPA) within the Arts & Letters area
- (3) Two Years of College-Level Second Language Proficiency
- (4) 12 credits of Science in which a minimum of 8 credits must be coursework with lab or fieldwork
- (5) 4 credits of Mathematics/Statistics

While these issues listed above confirmed our perception about hindrance in student progress toward graduation, the responses on the second question probing essential requirements for the BA or BS was very informative. The survey responses confirmed that none of the above five degree requirements should be eliminated. We concluded that the current BA degree requirements consisting of the 2-year language proficiency, the Arts & Letter which includes an FPA course, and the Science and/or Social Science should remain intact. The Second Language Admission Requirement (or SLAD), which requires Oregon high school graduates to demonstrate two years of high school language or two terms of college language, even for a BS degree, was also discussed, but since this was a statewide requirement that is still implemented at the other Oregon Public Universities, it was decided that no change would be made. Instead, communication to students and advisors will be improved, with the hope that the deficiency will be caught and addressed sooner (many students petition this in their final year at PSU). As for the BS requirements, most respondents wrote science and math are essential components. We concluded that the three components of Math/Statistics, Science coursework, and Arts & Letters and/or Social Science should remain unchanged.

We also want to acknowledge that while we identified that transfer students often petition the UNST and Writing Requirements, these were out of our scope, particularly because UNST is under interim leadership.

2. ARC Petition Review Report

In addition to the survey, the task force obtained data of ARC petitions from the past six years and examined the types and nature of petitions. We found that a number of petitions involved a shortfall in the number of credits. For example, many FPA courses at a community college are 3-credits, whereas PSU requires 4 credits. In addition, one year of Science coursework at a semester-system institution may transfer as 10 or 11 credits, whereas PSU requires a total of 12 credits. In these cases, transfer students fall short of the required credits and their options to make up those remaining credits are limited (Geology teaches a 1-credit field trip; Music teaches 1-credit performance/lessons). These petitions are often granted as having met the “spirit of the requirement,” but there is an issue of equity that only students who know about the petition process are excused.

The ARC report indicated that a shortfall of credits and lack of a lab component are the two major reasons for petition concerning the Science requirement. The task force members discussed the possibility of reducing the amount of Science and/or Lab coursework. We reached out to the Science departments in CLAS to receive feedback, and the majority of the Science departments opposed the idea of reducing the Science coursework, including the 8 credits with Lab/Fieldwork. They intimated that one year of college-level science is the minimum for a Science degree and students should acquire skills for scientific methods with hands-on experience that is gained through a lab or fieldwork component. After receiving this input from the Science departments, the task force concluded not to reduce the Science requirements for the BS and, instead, address the issue by enhancing transferability while maintaining the thrust of the requirement, i.e., students must have at least *one year* of college-level science coursework with some lab/fieldwork component.

In addition, we discussed the 4 credits of college-level math with the Math Department. Occasionally, students transfer a 3-credit math course, and there are no 1-credit options available, requiring the student to petition ARC for a waiver of that credit shortfall. The Math Department was willing to allow 3-credit course to satisfy the requirement. We also discussed acceptance of courses taught by departments other than MTH/STAT which cover quantitative reasoning, and ultimately we settled on maintaining the requirement that courses be taken through a MTH/STAT department.

The review of the ARC report also showed that many students face challenges with the requirement of 72 upper division credits and the residency requirement (45 of the last 60 credits must be taken at PSU).

3. Recommendations

Some of the issues identified can be corrected by making slight revisions to the Degree Audit (DARS) to make things clearer for students as well as improving how the information is presented in web and print materials. The Registrar's Office and Advising & Career Services will assist with this.

Based on our findings, we believe that some of our graduation requirements are not particularly “transfer-friendly.” We may be inadvertently contributing to students graduating with excessive credits. Given that more than 60% of our undergraduate population are transfer students, we can do better without “watering down” the degree.

As such, we suggest the following modifications:

Recommendation:

Revise the BA and BS degree requirements to better accommodate 3 credit quarter courses and semester credit.

The current BA Degree Requirements (View the [current requirements here.](#))

Total of 28 credits

4 credits in a language (203 or higher)

12 credits in arts & letters (4 credits must be in PFA)

12 credits in sciences and/or social sciences

The current BS Degree Requirements

Total of 28 credits

4 credits in college-level math or statistics

12 credits in sciences (8 crs of 12 must be coursework with a lab/fieldwork component)

12 credits in arts & letters and/or social sciences

Proposal #1:

BA Degree Requirements (minimum 23 credits in the following):

Two years college level language proficiency (typically demonstrated by completion of a minimum of 3 credits in 203 or a more advanced level) Note: students who test out of this requirement will still need 3 credits in language or arts & letters.

3 credit minimum in fine and performing arts course

7 credits minimum arts & letters

3 credit minimum science or math

7 credits minimum social science and/or science/math

Proposal #2:

BS Degree Requirements (minimum 23 credits in the following):

One year of science courses (minimum 10 credits total), which must include two courses with a lab or fieldwork component.

One college-level mathematics or statistics course (minimum 3 credits) taught in a Mathematics or Statistics department.

10 credits minimum arts & letters and/or social science

Justification:

Many transfer courses are worth 3 credit courses, yet we require 4 credits in mathematics/statistics for the BS degree or 4 credits in fine and performing arts for the BA.

Approximately 15% of all petitions reviewed were from students in this situation. This change should not impact any articulation agreements with community colleges that have been developed with the current requirements in mind. While the proposed minimum number of credits is reduced from 28 to 23, we feel that the core of the BA and BS remain intact. The wording of the Science with Lab requirements is supported by most of the Science departments, and that of the Math/Statistics requirement was supported by the Math Department.

Recommendation:

Reduce the total Upper Division credits required from 72 to 62. [View current requirement here.](#)

Proposal #3: Require a minimum of 62 Upper Division credits.

Justification:

All of the Oregon Public Universities require 60 upper division credits, except UO which requires 62. We also require more than other colleges nationwide that have a minimum requirement; we found a range from 36 semester-credits (54 quarter) at UC-Berkeley to 45 semester-credits (67.5 quarter) at Arizona State and were unable to find any college that requires more upper division credits than we do. This is especially harmful to our community college transfer students who, while we allow 124 of 180 to transfer, they really only get 108 applied towards their degree, which, as mentioned earlier, can contribute to excess credits. Currently a student with 135 transfer credits only needs to take a senior capstone as part of the UNST requirements. If the student completes a major that requires 60 UD credits and a senior capstone (6 credits), they would have to take 6 additional UD credits beyond the major credits to reach the current 72 UD credits. Changing it to 62 aligns us better with other universities and is more mathematically possible with a capstone (6 crs) or thesis and a minimum of fourteen 4-credit UD courses.

The task force consulted with the co-chairs of the University Budget Committee on the reduction of the upper division credits from 72 to 62. While acknowledging the benefit, they expressed concerns. One concern is that it may cause programs to restructure their degree requirements to include lower division courses. Another concern is a negative impact on revenue from students who are able to complete their degree sooner. In order to calculate an estimate of the financial impact, it requires close analysis of data on students (transfer, in- vs. out-state, etc.) and complex calculation, thus, the task force at this point is unable to present an estimate of budgetary impact expected by the proposed UD credit reduction.

Recommendation:

Revise the residence credit requirements to allow more flexibility to transfer credits at the end of the degree. [View current requirement here.](#)

Proposal #4:

Require that 45 of the last 75 credits (or 150 total credits) must be completed at PSU.

Justification:

An increasing number of students are taking courses at other institutions as they approach the completion of their degree. Currently, we require 45 of the last 60 (or 165 total) be taken at PSU, meaning they may transfer up to 15 credits at the end. This is problematic for students who complete their BA language at another institution. In many cases, students are taking courses elsewhere that are not needed for the PSU degree (e.g., professional school prerequisites). Approximately 8% of all petitions reviewed were from students in this situation. OSU requires 45 of the last 75 credits be taken there; UO requires 45 after 120, which allows students with more than 180 credits more flexibility. Changing it to 45 of the last 75 credits is more in line with them.

Recommendation:

Align BA/BS Distribution with Oregon Community Colleges for Transfer Students

Proposal #5:

To align with general expectations of HECC and legislative statewide transfer initiatives, to support more streamlined and successful transfer for students, and based on the common outcomes adopted statewide for general education distribution within the Humanities (Arts & Letters), Social Science, and Science disciplinary distribution areas, PSU will accept and apply courses from Oregon community colleges within the Humanities and Social Science areas in the same way they were categorized at the community college on their published AAOT General Education List. PSU will accept the Science courses in the same way, with the exception of Computer Science courses which are sometimes counted as Science at the community colleges.

Justification:

The community college general education distribution lists overwhelmingly match/align (95% or more) with the PSU categorizations.

Examples of mismatches:

At PSU, all WS courses apply as Social Science.

At PCC, one specific WS course applies as Humanities (i.e. Arts & Letters).

At PSU, all CHLA courses apply as Social Science.

At PCC, certain CHLA courses apply as Humanities.

We currently are required to accept the community college course category alignment when the student earns the recently developed Core Transfer Map (CTM) - a 30 credit common general package.

This proposed change extends the acceptance/category alignment to all the community college courses, even when the student has not completed the entire CTM package.